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ABSTRACT

This Leader's Manual is part of a training program to teach individuals with physical, intellectual, or emotional disabilities the skills required to cope with common on-the-job situations encountered with one's supervisor and co-workers. The 40-hour training incorporates videotaping, self-observation through video feedback, group processing, and cognitive and behavioral interventions. The program is based on social skill model derived from information processing components of input, processing, and output. The program's seven modules cover: (1) orientation to the work role: task performance, supervision, teamwork, and socializing; (2) sources of vocational information: place, people, and self; (3) interpreting social cues in vocational situations: face, voice, and body; (4) self-messages: performance enhancers and performance inhibitors; (5) option and anticipation thinking; (6) responding in common vocational situations; and (7) the typical work day: practicing vocational coping. Presented for each module are trainer objectives, comments to the trainer, activities, suggested materials, and specific instructions. The entire program consists of print, video, slide, and audio materials. Includes 19 references. (DB)

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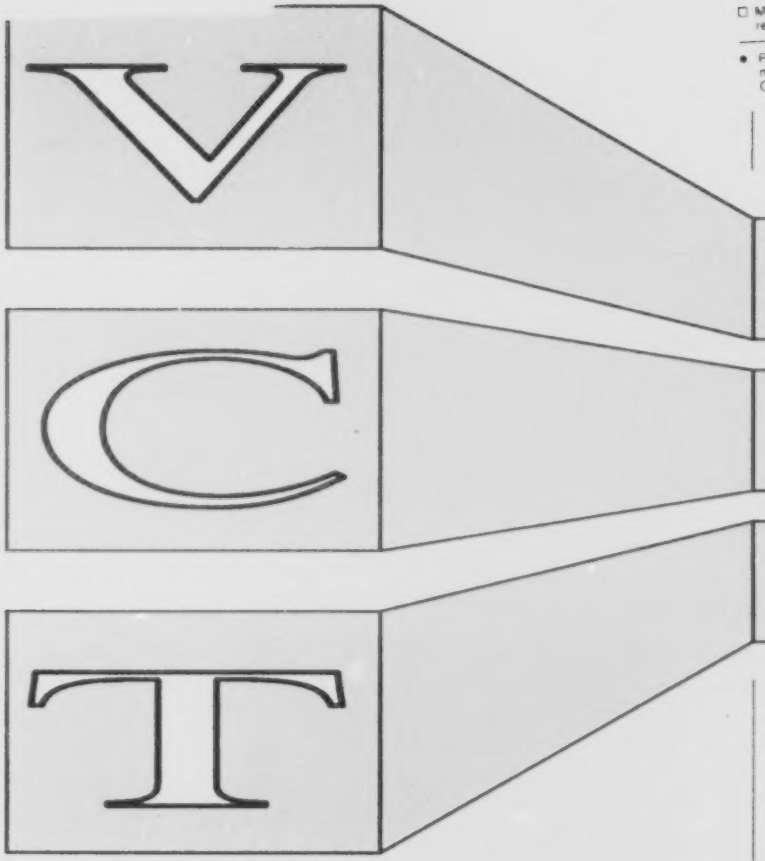

VOCATIONAL COPING TRAINING

Leader's Manual
LONG FORM

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Arkansas Research & Training Center
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University of Arkansas, Fayetteville

Arkansas Rehabilitation Services

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Leader's Manual

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Richard T. Roessler and Virginia A. Johnson

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University of Arkansas, Fayetteville
Arkansas Rehabilitation Services

1990

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Foreword

During the past two years, many individuals and programs have contributed to the development of Vocational Coping Training (VCT). We wish to thank Dr. Peggy Peterson, Director of Special Services at the University of Arkansas, Fayetteville and Cindy Moss, special education teacher at Fayetteville High School, for providing opportunities for us to demonstrate VCT.

We also thank the students who participated in our early VCT sessions. Without their feedback, we could not have refined VCT into a program that has promise for individuals coping with different disability related problems. Dr. Kay Schriner and Ms. Dena Rochner provided valuable consultation in the development of VCT. The work of Drs. Richard McFall, John Crites, and Jeffrey Kelly is also reflected in VCT. Production of the audio and videotape training materials was capably managed by Mr. Jim Borden, Director of Instructional Media Services at the University of Arkansas, Fayetteville.

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Vocational Coping Training (VCT)

VCT teaches the skills required to cope with common on-the-job situations encountered with one's supervisor and co-workers. The program is divided into seven lessons which can be taught in depth or in brief depending upon the skill levels of the participants. The seven lessons are as follows:

1. Orientation to the work role: task performance, supervision, teamwork, and socializing
2. Sources of vocational information: place, people, and self
3. Interpreting social cues in vocational situations: face, voice, and body
4. Self-messages: Performance enhancers and performance inhibitors
5. Option and anticipation thinking
6. Responding in common vocational situations
7. The typical work day: practicing vocational coping

Job Adjustment

The importance of adjusting to the daily demands of work has been discussed by Crites (1976); Ashley, Cellini, Faddig, Pearsol, Wiant, and Bright (1980); and Jepsen (1984). Jepsen (1984) defined the job adjustment process as the "pattern of vocational behaviors emitted in response to generalized characteristics of job situations." A function of the work personality and the work environment, these patterns of vocational behavior must conform to the overt and covert rules of the work setting (Gellman, 1968; Jepsen, 1984; Trower, 1982).

A number of coping or problem-solving models address the process of job adjustment (French, Rodgers, & Cobb, 1974; Janis & Mann, 1977; Wrubel, Brenner, & Lazarus, 1981). Crites (1976) selected a motivational model (McClelland, 1961; Underwood, 1966) to demonstrate the dynamics of job adjustment. Central to the model is a motivated worker responding so as to minimize discorrespondence on the job, i.e., responding to solve problems in a way that meets the demands of the situation, is fair to self and others,

and is consistent with personal skills. The problem situation is referred to as a thwarting condition. As Crites (1976) pointed out, thwarting conditions persist throughout one's work career, although the nature of the conditions and the person's responses change as the individual matures and the tasks change.

For the purpose of enhancing job adjustment, two elements of Crites' (1976) model are important, the thwarting conditions and their respective on-the-job adjustment responses. Thwarting conditions emanate from aspects of the work situation, i.e., common and idiosyncratic work demands. On-the-job adjustment responses are the product not only of situational events but also of the individual's personality and experiences. Therefore, effective on-the-job adjustment training interventions must teach the problem-solving and behavioral skills required to respond appropriately to these generalized and individual adjustment demands of work.

On-the-job Adjustment Demands

An extensive review of the employment literature and vocational functioning measures (see Roessler & Bolton, 1983) revealed four categories of demands common to most jobs: task performance (conforming to work setting rules and meeting basic production expectations), teamwork (working cooperatively with others), supervision (responding to supervisory instructions, criticisms, and compliments), and socializing (relating interpersonally to co-workers and supervisors). These four situation categories roughly parallel the maintenance phases of work adjustment referred to by Oetting and Miller (1977). They organized these work categories into a hierarchical scheme stressing that workers must first have the skills to respond to basic production expectations, followed by the capabilities to work with others, respond appropriately to supervision, and socialize with co-workers and supervisors.

The person's responses to work role demands are manifestations of personal skills best described in an information processing model including input, processing, and output phases. Specifically, individuals must (a) accurately read the demands of job adjustment situations, (b) relate the demands to appropriate and feasible responses, and (c) enact those responses and monitor their effects (McFall, 1982).

An Information Processing Model

To maintain correspondence on the job, workers must meet the interpersonal demands of work on a daily basis. This perspective on job adjustment raises the question of how individuals select and generate means for coping with vocational situations. One pro-

mising scheme for understanding how such on-the-job responses are generated is the social skill model (Kelly, 1982; McFall, 1982; Trower, 1982). This model assumes that each situation presents certain demands or situational schemata which the person must understand and respond to "in an intelligible (comprehensable to others) and warrantable (permissable and proper)" way (Trower, 1982, p. 411).

Input. Responding in an "intelligible" and "warrantable" manner begins with an understanding of the demands implicit in the situation, i.e., accurate input. Input has been referred to as reading (Wallace, 1982), decoding (McFall, 1982), or reception (Bellack & Morrison, 1982). During this phase, situational stimuli or demands are processed cognitively by the individual.

McFall (1982) identified three input skills: reception, perception, and interpretation. Though little is known about how these skills develop or how they can be assessed and modified (Bellack & Morrison, 1982), deficiencies are associated with breakdowns in goal seeking (Pervin, 1983), lack of social skills (Kelly, 1982), and incompetent performance (McFall, 1982). Representative problems include inabilities to (a) receive data as in the case of sensory disablities, (b) attend to situational cues as in the case of learning disabilities, and (c) relate situational demands to positive expectations, reasonable self-standards, and rational beliefs as in the case of emotional disabilities (McFall, 1982; Pervin, 1983; Meichenbaum, Butler, & Gruson, 1981).

Processing. Processing includes identifying alternative plans for goal attainment and selecting the one with the greatest utility (Pervin, 1983). McFall (1982) listed response search, response test, response selection, repertoire search, and utility evaluation as cognitive processing skills. Following accurate reading of situational demands, response search involves the person in reviewing his/her knowledge of potentially "competent" responses to isolate those most compatible with task demands (response test). Those having the potential for re-establishing situational balance are selected (response selection) and compared to the person's available repertoire of skills (repertoire search). If the individual concludes that he/she possesses the specific responses needed, then the person examines the risk or cost associated with behaving in that manner (utility evaluation) (McFall, 1982, p. 26).

Output. Responding behaviorally to situational demands (operating or encoding) and monitoring the effects of one's behavior in the situation combine to form the output phase. Most commonly addressed in social skills training, constructive action is a function of selected verbal and nonverbal skills. Monitoring represents a feedback mechanism resulting in either "automatic" acknowledgement of satisfaction of the

situational demands or more conscious receiving and processing in an effort to satisfy situational demands (McFall, 1982; Trower, 1982).

To have a significant impact on vocational behavior, Vocational Coping Training must, therefore, affect the input, processing, and output functioning of individuals in common job situations. The person should not only learn the behavioral skills to respond effectively in specific task production, teamwork, socializing, and supervision situations but also the information processing skills to cope with other generalized or idiosyncratic on-the-job adjustment demands.

Vocational Coping Training (VCT)

Utilized with individuals with physical, intellectual, or emotional disabilities, Vocational Coping Training is presented by a trainer to a small group of individuals (6 to 8) who are preparing for competitive work roles. The training incorporates videotaping, self-observation through video feedback, group processing, and cognitive and behavioral interventions. Program impact is assessed in terms of changes in observable job adjustment behaviors in task performance, teamwork, supervision, and socializing situations (Roessler & Johnson, 1987). Other measures of effectiveness such as self-report and observer rating instruments are also appropriate. Approximately 40 hours is needed to complete the program, although time variations, upward or downward, are possible depending on the trainer's objectives and the capabilities of the participants. A short form of VCT is also available for use in more time-limited training. The short form requires approximately 15-20 hours to complete.

Vocational Coping Training incorporates a variety of intervention strategies designed to improve the person's input, processing, and output skills. A brief review of each module is presented in the material to follow.

Module 1. Following orientation and group building activities in Module 1, trainees are introduced to work role expectations through video and slide presentations. These work role expectations are presented in four categories: task performance, supervision, teamwork, and socializing. Module 1 closes with a career planning exercise which helps participants clarify their personal work commitments.

Module 2. Participants learn how to interpret vocational cues emanating from the work place and the people in it. Through videotape and slide examples, leaders introduce distinguishing characteristics of the work place and the people in those work places. The purpose of the lesson is to enable participants to practice interpreting

and sharing the meaning of the various work place cues. Depending on the disabilities involved, some participants may need considerable time for this lesson while others may complete it very quickly.

Module 3. During Module 3, the individual's ability to receive and send face, voice, and body cues is analyzed and developed. Presented in a variety of vocational situations, these cues must be perceived accurately if the person is to solve problems (processing) and respond (sending) appropriately. Video and audio tapes are used to provide the various cues to be interpreted and the feedback on individual performance to be discussed in the group.

Module 4. Cognitive interventions are also incorporated in VCT. For example, in Module 4, group members are encouraged to focus on their personal interpretations of the situations. What self-defeating thoughts or beliefs interfered with their performance? Did aspects of the situation cause them to feel helpless, angry, anxious, or depressed to the point that their performance was inhibited? Exploring these beliefs and reactions as well as more positive alternatives generated by the group and the leader addresses an important processing difficulty, namely the problem of performance inhibiting thoughts.

Module 5. This module presents a series of vocational situations to which participants respond using a basic problem solving model. This model is presented in terms of a mnemonic device, SOAR, which encompasses the following questions:

1. Situation - What is happening? What are the supervisor's and the worker's goals?

2. Options - What are the possible options in the situation?

3. Anticipations - What are the anticipated outcomes of each option?

4. Response - What is the most useful response for you in this situation (fits the demands, fair to you and others)?

Participants learn how to use their interpretation of situational cues (input) to identify potential courses of action (options) and their utility (anticipations). With practice, they will use the SOAR approach as a natural way of responding to thwarting conditions on the job.

Modules 6 and 7. Following self-messages and SOAR thinking, VCT moves into its sending phase. Consistent with traditional behavioral interventions, Modules 6 and 7 use a modeling, role playing, feedback strategy to teach specific job adjustment behaviors. In this phase of the training, participants cbserve models on videotape demonstrating appropriate behavior in the four categories of work situations. After careful observation of the models, trainees discuss their reactions to the modeling in terms of such issues as the utility and behavioral components of the performance.

Individuals then role play in additional task performance, teamwork, supervision, and socializing simulations. The trainer and other group members observe each participant's performance and provide feedback regarding the degree to which it matches the model's. This process continues until group members are responding competently in each of the job situation categories. Supportive reinforcement and accurate feedback regarding one's performance (encoding) are critical to this phase of the training.

Video feedback is an important part of Lessons 6 and 7, but it is used throughout VCT. In reviewing videotapes of their performance, participants receive highly accurate feedback about current skill levels. Video feedback allows participants a unique opportunity to view their use of input, processing, and output skills. This powerful technique is used in the following manner to shape behavior without threatening participant self-esteem. First positive reinforcement is given by the trainer for specific increments of improvement in performance. Next the trainer directs attention to an aspect of performance which requires improvement. Appropriate alternatives are discussed and the participant is given an opportunity to incorporate them in subsequent role play activities. As in role play activities, video feedback permits participants to act as models for the group. A variety of appropriate responses are presented, thus enabling all participants to build a repertoire of behavioral alternatives.

To close VCT, group members role play a series of typical work day scripts. These scripts incorporate demands and worker responses relevant to task performance, teamwork, supervision, and socializing. Trainee performance is videotaped and discussed by VCT leaders and participants.

Use of the Package

Instructions for delivering each VCT module are provided in detail in the trainer's manual. The trainer should follow the activities as presented in order to cover input, processing, and output skills. Variation in the amount of time to devote to each segment arises as a result of the capabilities of the participants.

Print, video, slide, and audio resources are provided with the package, and their use is clearly described in each module. In addition, a participant's workbook enables trainees to record meaningful thoughts, review key points of the program, develop practice role play scripts, and complete VCT activities. Throughout the program, a "multimodal" method of presentation is used so that participants see, hear, and do in relation to each program component. This multimodal method of presentation permits the use of VCT with mixed disability groups as well as with groups of disabled and non-disabled participants.

Throughout the trainer's manual, references are made to videotape training segments. These video presentations such as the VCT Modeling Scenes, Changing Work Methods, Self-messages, etc. are contained on the VCT Videotape which accompanies the package. An index of the training tape contents is presented in Table 1. The footage markers in Table 1 indicate the approximate locations of the various training segments on the videotape, e.g., Performance Enhancers - 3987. Table 1 lists all video segments used in the long form of VCT. The letters "SF" indicate videotape segments used in the short form of VCT.

Table 1

VCT Videotape: List of Contents

Segment	Footage (approx.)
Module Listing	77
VCT Modeling Scenes	163-3450 (SF)
1. Preparation	163
Supervisor Greeting	230
Detailed Instructions	460
2. Initiation	773
Vague Instructions	875
Supervisor's Apology	1053
3. Persistence (Supervisor observes worker, Co-worker distracts worker)	1242

4. Feedback	1500	
Correction by Supervisor	1654	
Criticism by Supervisor	1812	
Request to Correct New Employee	1970	
Supervisor Compliments	2149	
Request to Compliment a Co-worker	2280	
Time Pressure	2411	
5. Changing	2612	
Request to Change Work Procedure	2640	
6. Cooperation (Teamwork Assignment, End of Teamwork Assignment)	2739	
7. Communication	2977	
Changing Work Methods	3270	(SF)
Vocational Video Vignettes	3452	
Module 3: Face, Body, and Voice Cues		
Reading Global Images	3652	
Receiving Positive Face Cues		
Example 1	3666	
Example 2	3678	
Receiving Corrective Face Cues		
Example 1	3686	
Example 2	3698	
Receiving Positive Voice Cues		
Example 1	3707	
Example 2	3728	
Example 3	3733	
Example 4	3740	
Receiving Corrective Voice Cues		
Example 1	3749	
Example 2	3759	
Example 3	3767	
Example 4	3779	
Receiving Combined Face and Voice Cues		
Example 1	3786	

Example 2	3795	
Receiving Positive Body Cues		
Example 1	3806	
Example 2	3848	
Example 3	3853	
Example 4	3860	
Example 5	3866	
Receiving Corrective Body Cues		
Example 1	3878	
Example 2	3883	
Example 3	3890	
Example 4	3894	
Sending Corrective Body Cues		
Example 1	3904	
Example 2	3911	
Example 3	3917	
Self-messages	3935	(SF)
Performance Enhancers	3987	(SF)
Performance Inhibitors	4036	(SF)
Modeling Performance Enhancers	4069	
Work Examples	4183	(SF)
Option Anticipation Thinking	4393	(SF)
Typical Work Day	4778	(SF)

Before initiating Module 1, the leader may wish to involve all participants in a pretest with the Work Performance Assessment (WPA; Roessler, Hinman, & Lewis, 1987). The WPA is a one-hour work simulation available from the R&T Center which provides data regarding each participant's vocational coping potential. This WPA pretest is then viewed by trainees after they have completed Module 6 and before they begin Module 7. Participant ratings of their own WPA pretest videotapes become the initial discussion topic for Lesson VII. To determine whether participants have increased their job adjustment skills, the trainer can also administer a WPA posttest. VCT can be conducted without the WPA pretest and posttest; of course, references to the WPA must then be deleted from Modules 6 and 7.

Conclusion

Vocational Coping Training is a promising strategy to enable individuals to improve their abilities to respond competently to frequently occurring job demands. Competent

responses require both an understanding of work role demands and effective use of information processing skills. A variety of training techniques must be coordinated to develop these competent responses, e.g., self-observation, questioning and group processing, problem-solving training, and modeling and role-playing. The ultimate criterion for gauging the effect of Vocational Coping Training is whether individuals improve their performance in on-the-job task production, teamwork, supervision, and socializing situations.

VOCATIONAL

COPING

TRAINING

Module One

**Orientation to the Work Role:
Task Performance, Supervision,
Teamwork, and Socializing**

VCT MODULE ONE

Orientation to the Work Role: Task Performance, Supervision, Teamwork, and Socializing

Trainer Objectives

1. To introduce VCT's goal of teaching participants how to cope with common work situations.

2. To explore four common work situations in which VCT can be applied:

   a. task performance
   b. teamwork
   c. supervision
   d. socializing

3. To assist participants in the videotape/self-observation aspects of VCT.

4. To increase participant involvement in VCT through career exploration.

Comments to the Trainer

Module One introduces participants to the purposes of VCT through multimodal instruction. To encourage participant involvement, a group process is utilized. Individual participation in the group is facilitated by the trainer's use of positive reinforcement and accurate feedback. The videotape/video feedback strategy is introduced, and participants are positively oriented toward its use. Videotaping/video feedback is a powerful technique that requires the trainer to create and maintain a nonthreatening and supportive environment for its use. Additional time and support should be provided so participants who experience difficulty can adjust gradually.

The exploration of common work situations represents both an assessment and an instructional activity. Careful attention to each participant's level of work awareness and adjustment will enable trainers to develop subsequent VCT activities to meet individual needs. The career exploration exercise has been designed to personalize the relevance of training activities. Throughout the program, trainers should refer to career aspirations to motivate participants and expand awareness of VCT's usefulness.

The material to follow provides the instructions the leader needs to conduct Module 1. The instructional activities and the special materials needed are presented in the columns to the left of the leader instructions. All subsequent modules are presented in the same format. Trainers should use their judgment as to when to schedule breaks for the participants during each of the 7 modules. Before beginning VCT, trainers may wish to conduct a pretest assessment using the Work Performance Assessment (WPA; Roessler, Hinman, & Lewis, 1987).

VCT MODULE ONE

Activities	Materials	Instructions
		INTRODUCTION
Welcome and Orientation		"Good Morning! Welcome to Vocational Coping Training. Today we will learn about each other and about Vocational Coping Training. First, I would like to introduce myself and your VCT co-trainer." (A co-trainer is suggested, although not required.)
		Brief trainer introductions
	Partic-ipant's Workbook (PW) #1	"I would now like to introduce VCT. On the first page of your workbook, you will find the name of our program--Vocational Coping Training, which we call VCT for short."
		VCT PROGRAM GOAL
Instruction	Chalk-board PW #2	"On the next page you will find VCT's goal. VCT will teach you how to cope with common work situations. It will help you be a success on the job by showing you new ways to respond to your supervisor and your co-workers. The word "cope" (write word on board) means to handle (write on board) or to deal with (write on board) demands and challenges. Our workshop name--Vocational Coping Training (write on board)--means to handle or deal with work situations" (write on board).
		VCT PROGRAM OBJECTIVES
	PW #2	"The ability to handle work situations can be divided into 5 important training objectives. These are listed on page 2 of your workbook."
		"VCT will help you handle work situations. During VCT you will learn how to convey a positive image as a worker by developing an

understanding of what is expected of you at work. You will learn effective coping behaviors for many work situations. You will discover how to solve new job problems when they occur, and you will learn how to develop rewarding relationships with your co-workers and supervisors."

ACHIEVING VCT OBJECTIVES

Instruction

"Achieving VCT objectives, particularly conveying a positive image as a worker, is difficult because we cannot step aside and see ourselves as others see us. We know how we want others to see us, and we think we know what we look like. But, most of us don't really know what image we project."

"Remember when you heard your voice on an audiotape recording for the first time? You probably said 'That's not me, I don't sound like that!' But it was you; it was your voice the way it sounds to others. After awhile you became used to the sound of your own voice. You knew what you sounded like to others, and if you weren't happy with your accent or your tone of voice, you could change it."

Video Camera, VCR, & Monitor

"Vocational Coping Training uses videotape recording (point to video equipment) to help you become familiar with the total image you are sending to others--your face, your body, your actions, and your voice."

"Workshop activities will use videotape recording to help you achieve VCT objectives.

Turn on the camera and monitor.

Video Feedback: Trainer/ Group Activity

"We will begin with some activities in front of the camera and TV screen so you can become familiar and comfortable with how you look to others. Let's stand up and get in a small group in front of the camera so you can see yourself on screen."

Turn on the camera and monitor.

"If you can't see yourself, move into the range of the camera. Watch yourself as we do the next activities. I want each of you to repeat what I do while looking at yourself on the screen."

Engage in a series of group shadowing motions:

- Waving
- Pointing to self
- Point to neighbor
- Giving the V for victory sign
- Touching nose
- Touching top of head

Provide reinforcement and encouragement to increase participation. Once the group appears comfortable, proceed to the next activity.

"Now we are finished acting as a group. I want all of you to stand where you can see the screen. I will stand in front of the camera. I want you to come up one at a time and do some activities with me. We'll do these slowly so you will have time to watch yourself."

Engage in a series of trainer-trainee shadowing activities:

- Shake hands
- "Hi, my name is ____."
- "Where do you live?"
- "How are you today?"

Provide reinforcement and encouragement to increase participation. Once the group appears comfortable, proceed to the next activity.

"For the next activities you will need to use the person standing next to you as a partner. We will do these slowly so you will both have time to watch yourselves."

Engage in a series of partnership activities:

Shake hands
"Hi, my name is ____."
"My favorite food is ____."
"What's your name?"
"You look very nice today."
"Can you tell me how to find the restroom?"
"Where is the drinking fountain?"

Provide reinforcement and encouragement to increase participation. Once the group appears comfortable conclude the activity.

"Let's all return to our seats. That is the end of our video activity for now. You have all done very well. Later you will have a chance to do some more activities in front of the camera. It is important for you to feel comfortable because videotape recording is used throughout VCT. Watching ourselves on the screen helps us see how to improve our vocational coping skills."

VCT APPLICATION

"Let's look now at where we can apply the VCT skills we will learn. VCT skills can be used throughout your life--at home, in school, and throughout your community."

"Understanding what is expected, using effective behaviors, solving problems, projecting a positive image, and developing good relationships can help you live a more productive and satisfying life."

"So, although VCT skills will help you at work, they will also help make you more effective as a person in other areas of your life. VCT skills will help you ... " (Show slide series)

Discussion of Slides	VCT Slides, Slide Projector & Screen	"Get and keep that job you really like." 1. Proud employee in uniform or at work site. 2. Supervisor and worker together. Earn money and receive pay raises. 1. Employee with money. 2. New car, television set, and house. Earn respect from your co-workers and caring from your friends. 1. Employee with award 2. Friends visiting at snack bar "VCT will teach you the skills to be a successful worker and a successful person. Although VCT skills have many applications, we will focus on how they can be used at work."
		COMMON WORK SITUATIONS
Instruction		"Work is different from other situations in life. People who have not worked are often unaware of these differences. Even people who are working sometimes get confused." "Good workers know work is different from home, school, church, and other community activities. Because they know how to meet expectations at work, they keep their jobs and get promoted to better jobs."
	PW #3	"Therefore, we first need to discuss how work is different. Work can be divided into four common situations listed on page 3 of your workbook: Task performance, teamwork, supervision and socializing." "In task performance, workers are expected to get the task or the job done. They are also expected to meet certain standards and

follow certain rules. The work must be done quickly and well. The worker must follow company policies and safety procedures."

Group Discussion

"Think of a fast food restaurant. What are some of the tasks that must be performed by the workers?"

Task Performance Slides

Show each of the 8 task performance slides. After each slide, ask the following four questions (facilitate trainee discussion of each question).

Group Discussion

1. What was the worker in the slide doing?
2. Who expected him or her to do those things?
3. How does the supervisor's role differ from the worker's?
4. How were the expectations different from task performance expectations at home, school, or church?

Develop group cohesion by giving positive reinforcement for participant responses.

"Now think of task performance situations you have encountered in work that you found difficult. Let's discuss each situation in terms of the following questions."

1. What was the situation and the nature of the problem?
2. What demands occurred in the task performance situation?
3. How did that situation at work make you feel..., think..., act?

PW #4

"I will list your examples on the board while you enter them on page 4 of your workbook." (Add these situations to a master list for use later in the training.)

Instruction

"The second common work situation, teamwork, involves close cooperation with co-workers. Many jobs require that several people work closely together to get the task done. Employees are expected to work well together."

Group Discussion		"What teamwork examples have you seen in a fast food restaurant?"
	Teamwork Slides	Show each of the 6 teamwork slides.
Group Discussion		Guide group discussion of each slide using the questions to follow. Discuss questions 1-2 after each slide, questions 3-6 after all of the teamwork slides have been presented. 1. What were the workers doing? 2. How were they working together? 3. Have any of you had jobs where you worked closely with others? 4. What type of work were you doing? 5. What problems occurred in teamwork situations with your co-workers or your supervisor? 6. Describe the situation and problem.
	PW #4	"Let's make a list of the teamwork situations on the board that you can enter on page 4 of your workbook." (Add teamwork problem situations to your master list.)
Instruction		"The third common work situation, supervision, involves communication between the direct supervisor and the worker. The supervisor is expected to make sure the work is done correctly and promptly."
Group Discussion		"Have you ever noticed the supervisor in a fast food restaurant? What does he/she do?" "The supervisor is the boss who is responsible for giving instructions, providing materials, seeing that directions are followed, and giving corrections and compliments when appropriate."
	Super-vision Slides	Show each of the 4 supervision slides.

Group Discussion		Guide group discussion using the questions to follow. Discuss questions 1-2 after each slide and questions 3-6 after all of the slides have been shown. 1. What is the worker expected to do? 2. What are the worker's and the supervisor's responsibilities in this situation? 3. Have any of you had jobs where you were supervised? How did the supervisor do his/her job? 4. How did the supervisor's responsibilities differ from your's? 5. How did you feel when a supervisor came up behind you and watched you work? What did you do ... think ... feel? 6. What problems occurred with your supervisor? (List situations on board. Ask students to record the situations in their workbooks on p. 4. Keep track of these problems for use later in the program.)
Instruction		"The fourth common work situation, socializing, involves getting along with your supervisor and co-workers before work begins, during breaks, and after hours. Workers do not have to become close friends with one another, but they are expected to be pleasant to each other."
Group Discussion		"When should workers socialize in a fast food restaurant? Where should they socialize?"
	Social-izing Slides	Show slides (3) of socializing in a variety of settings.
Group Discussion		After showing all of the slides, facilitate discussion using the following questions: 1. Have any of you socialized with co-workers or supervisors on or off the job? Where, with whom, what was it like?

2. What is expected of you when socializing with co-workers, with your supervisor?
3. How is this different from socializing with people with whom you don't work?
4. What are some of the problems that can occur in socializing situations?

PW #4 "Let's make a list of these socializing problems on the board that you can enter on page 4 of your workbook." (Add socializing problem situations to your master list.)

PW #5 "Turn to page 5 in the workbook."

"Our discussion has shown that in each of the four common work situations you need to use VCT skills to meet work expectations."

"In each situation you must understand what is expected. When problems arise, you need to know how to solve them using effective vocational coping behaviors. You need to develop good relationships with co-workers and supervisors. By doing all of these things, you will convey a positive image as a worker."

"Those of you who have worked or held a job will recognize how important these skills are. Workers who use these skills are effective. They do their jobs well and come to be seen as valuable employees. They survive and thrive at work."

INDIVIDUAL IMAGE ASSESSMENT

Instruction "Being seen as a valuable employee, that is, conveying a positive image as a worker, doesn't happen overnight. It begins with an accurate understanding of the image you send to others. Once you have a fairly good idea of your total image you can go about improving it to make it more effective."

	Video Camera, VCR, and Monitor	"At this time we are going to give each of you an opportunity to privately view your image. This will be a live video activity with only the video camera and monitor running and no tape in the VCR recording what you say and do."
		"Vocational Coping Training will be more meaningful if you have a clear idea of how you want to improve your image as a worker."
Video Feedback Activity	PW #6	"On page 6 you will find some activities to do in front of the camera so that you can see how you look to other workers and to the supervisor. You may also do anything else you wish--make faces, use gestures--to get an idea of how you look as a worker."
		"While the rest of the group completes a vocational planning activity, each of you will have approximately 5 minutes with the video camera."
	Private Video Room	(Trainers should address any anxiety about videotaping/video feedback with support and positive reinforcement. Trainers need to ensure that every participant is comfortable with videotaping as it will be used throughout VCT.)
		"Go into the next room, stand in front of the camera, and do the activities on page 6 as you watch yourself on the video monitor. When you are finished, rejoin us so the next person can take his or her turn." (Model the activities on p. 6 of the workbook for the group before members begin their individual practice sessions. Schedule this activity in an adjacent private room.)

VOCATIONAL PLANNING ACTIVITY

Instruction		"While you are practicing in front of the camera, the rest of the group will complete a vocational planning activity. This activity will help you select a job in which you would like to apply VCT skills. This will make the training more meaningful for you."

PW #7-8 "Let's do some career exploration so that each of you will have a clear idea of where you can apply what you will be learning. Turn in your workbook to page 7."

Use the following steps for pages 7 and 8 of the VCT Career Plan:

1. Read each entry aloud
2. Direct trainees to enter their responses
3. Clarify any questions
4. Encourage trainees to share responses
5. Discuss any issues of interest to the group

VCT CAREER LADDER

Career Planning

PW #9 "The career ladder on p. 9 of your workbook acts as a road map guiding your working life. We can start such a ladder from information in our career plan."

"The base of the ladder is for the entry level alternative or first job you have chosen. The top represents your ultimate career goal."

Career Ladder Slides "Look at the example career ladder, p. 9 of the workbook, designed by a person who was planning to manage a fast food restaurant. Notice how the career advances move the person closer and closer to the position of manager (show career ladder slides)."

"The rungs of the ladder between your entry level alternative and ultimate career goal should contain the steps needed to move you from the bottom to the top of the ladder. Practice by entering the career advancement moves you would expect to make in order to reach your career goal. You may want to develop two practice ladders (p. 9). Remember, unexpected opportunities often come along, but don't plan on them. Take advantage of your opportunities, but develop a plan that will help you achieve your career goal."

PW #10 "Use the career ladder on page 10 of your workbook for your final copy. This career ladder is where you put the steps from your plan on pages 7-8 and your practice ladders on p. 9 into the order that seems best for you."

"Don't enter your career ladder on p. 10 until you have it just the way you want it. The co-trainers will come around as you work to assist you."

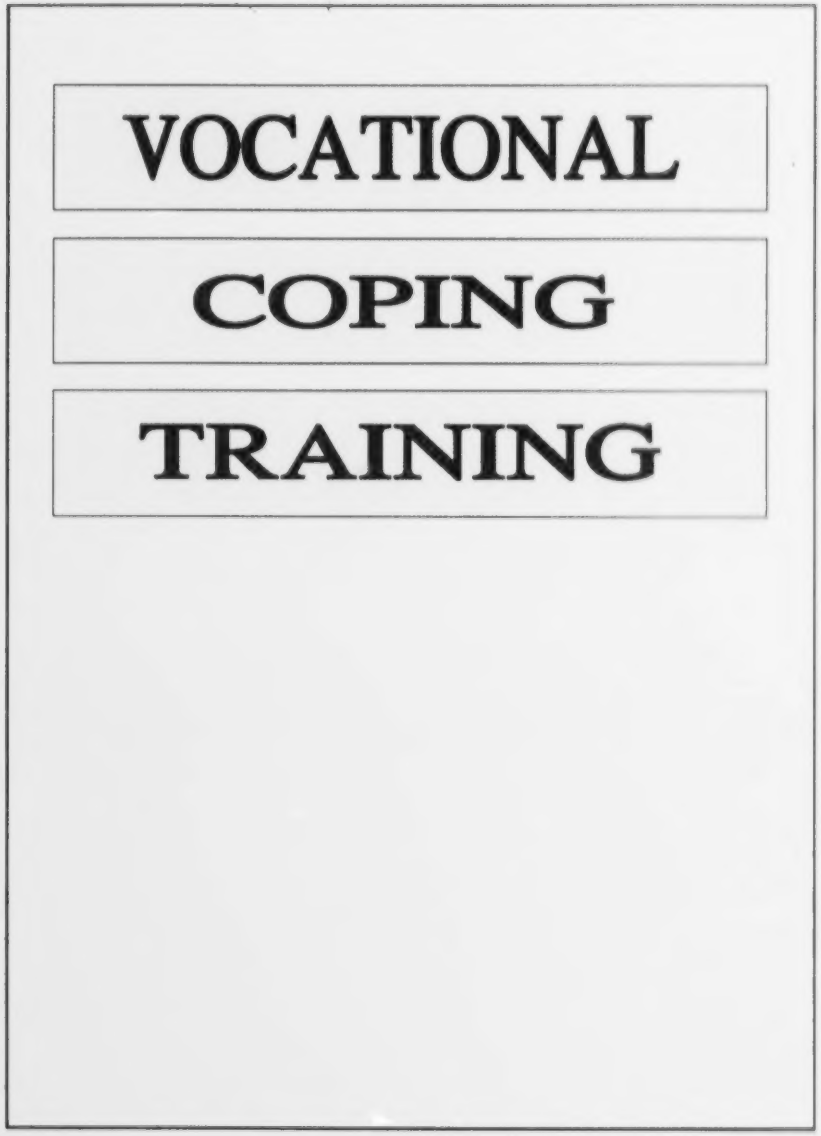
"This career plan will help make Vocational Coping Training more meaningful to you. It will also help you apply what you learn about vocational coping to your future job. Keep your plan in mind as you progress through VCT."

VCT CONTRACT

PW #11 "Let's turn to p. 11. Here is a contract for the VCT workshop designed to help you meet the objectives listed on page 2." Read each objective aloud. Responsibilities for the trainer and the participant are listed separately. Sign the contracts together.

"This is our VCT contract agreement. It will last for the duration of our training program. Each of us will be expected to meet the terms of the contract during that time. Do you have any questions about the contract? Is everyone ready to follow our agreements?"

"That concludes the first VCT module. When we return we will begin work on the second VCT objective which will help us understand what is expected in common job situations. The title of the second module is, "Sources of Vocational Information: Place, People, and Self.



Module Two

Sources of Vocational Information: Place, People, and Self

VCT MODULE TWO

Sources of Vocational Information: Place, People, and Self

Trainer Objectives

1. To explore differences in expectations and responsibilities for supervisors and workers in typical work situations.

2. To investigate the consequences of unmet work expectations.

3. To introduce and demonstrate use of the SOAR model.

4. To practice using the first step of the SOAR model, S or situation thinking, by...

   a. Identifying environmental cues that clarify how to meet work expectations, and

   b. Practicing reading cues from people in a variety of work places.

Comments to the Trainer

Two activities in this module, (1) Work Expectations and Responsibilities and (2) Unmet Work Expectations, lay the groundwork for VCT's coping strategy--the SOAR model. Using multimodal instructional and group process, trainers help participants become aware that it is not always easy to behave effectively; therefore, a strategy (SOAR thinking) for handling common work situations is needed.

An overview of the SOAR model is presented so participants are aware that the four separate steps necessary to meet work expectations and responsibilities will be learned in training. A chart outlining the four steps is introduced and prominently displayed throughout further training. References to the chart keep participants oriented to the whole model while they study each of its steps in depth.

Indepth exploration and practice of step one, S, or situation thinking, make up the body of Module Two. Participants are oriented to the technique of information processing

beginning with instruction on identifying and interpreting environmental signals or cues. Work situation cards describing typical work incidents are introduced and used for practice activities. Participants are encouraged to use step one in their daily activities.

VCT MODULE TWO

Activities	Materials	Instructions
		INTRODUCTION
Greeting	Video Camera, VCR, & Monitor	"Good morning! Welcome to the second module of Vocational Coping Training. Today we will discuss our responsibilities as workers. We will learn where to get the information we need to meet these responsibilities. During the module the video monitor (point to monitor) will show our group in action. Check the screen from time to time to become familiar with your total image--the way you appear to others."
		WORK EXPECTATIONS - WORK RESPONSIBILITIES
Instruction		"Last session we examined four common work situations--task performance, teamwork, supervision, and socializing. We talked about what is expected in these situations. Now let's take a close look at some typical work expectations."
	Make Wall Chart	Point to entry on wall chart while reading aloud: 1. Preparation - getting ready 2. Initiation - starting 3. Persistence - staying with the task 4. Feedback - accepting corrections and compliments 5. Changing - switching to a new task with new instructions 6. Cooperation - sharing a task with co-workers 7. Communication - socializing appropriately
Instruction		"Workers must meet these expectations no matter what kind of work they do. However, every worker will not meet them in the same way. For instance, supervisors and workers have different responsibilities so they will meet the same expectations in different ways."

Video-tape

"The videotape (VCT Modeling Scenes: 163-3450) we are going to watch will illustrate these differences for us. Let's look carefully to see how the supervisor's responsibilities and the worker's responsibilities for each expectation differ."

Quickly show 1 or 2 scenes from each of the 7 segments of the VCT Modeling tape (163-3450). Fast forward through the questions at the end of each modeling scene. They will be discussed in Module 6. After showing selected scenes from the 7 segments, use guided questioning to focus a discussion on the 7 different work situations and their expectations, e.g.,

Group Discussion

PW #12

1. What was expected of the workers? Let's list some of their responsibilities on the board so you can enter them on p. 12 of your workbook.
2. What was the supervisor expected to do? After we list the supervisor's responsibilities on the board, transfer them to p. 12 of your workbook.

Instruction

"These examples have shown us that work situations include supervisor and worker expectations. These are different. When each person does what he or she is responsible for, the work gets done."

"Understanding the different responsibilities of the supervisor and the employee makes it possible for you to become a more effective worker. When you know what is expected, there is no confusion about what you should do. You will not accidently do something that is the supervisor's responsibility. You will not expect someone else to do part of your work. You will be able to act appropriately, and people will begin to see you as an effective worker."

"In addition, when you know what is expected of the supervisor, you will not be confused by his/her actions. You will not be annoyed or angered by actions you don't understand. For example,

when the supervisor stands behind you watching your work, you will know that this is his or her responsibility. Supervisors are expected to check your work. You may still feel uncomfortable, but you will be less confused and annoyed, and less likely to act inappropriately."

"Understanding different work responsibilities is a major step toward vocational coping. You can increase your understanding of work demands every day. The next time you are in the supermarket, the department store, the restaurant, a movie theatre, the gas station, or the bank, look to see how the worker's and the supervisor's responsibilities differ. Don't forget to do this on your own job, too."

THE EFFECT OF UNMET WORK EXPECTATIONS

Instruction

"Understanding what is expected in common work situations and behaving effectively is not always easy. Let's look at and discuss examples of what happens when employees do not meet work expectations."

Work Expectation Slides, Slide Projector & Screen

1. Teamwork: One worker is obviously loafing, the other is perturbed.
2. Socializing: Two workers gossiping, the third worker is feeling uncomfortable and excluded.
3. Task Performance: One careless worker is endangering others
4. Supervision: The boss is giving instructions to a disinterested worker.

Group Discussion

Use guided questioning to explore actions, thoughts and feelings related to each slide. After each slide, ask ...

1. What's happening?
2. What expectations aren't being met? (Cooperation, communication, preparation/initiation, etc.)
3. How can you tell?

4. What are some ways you might handle the situation to meet the work expectations?
5. If you handle it that way, what do you think will happen?
6. What are some other useful ways of handling the situation?
7. Have any of you experienced similar situations where your co-workers did not meet work expectations?
8. How did you feel when your co-worker did not meet his/her responsibility?
9. What effect did this have on your work?

After volunteers present their experience, ask the contributor and other group members to identify other ways the situation might have been handled so that work expectations would be met.

SOAR MODEL INTRODUCTION

Instruction — "In deciding how to meet work expectations in these situations, we were actually considering four important points."

Make SOAR Wall Chart

S Situation
O Options
A Anticipations
R Response

Instruction — "First we looked carefully at the situation, S, to see exactly what was happening and what was expected." (Point to entry on chart)

"Second, we talked about different ways the person might act, different options, O, for the person." (Point)

"Third, we discussed our anticipations, A, or what we thought would happen if we tried each option." (Point)

"And fourth, we found out how the person actually responded, R, how he/she acted or behaved." (Point)

PW #13 "This type of thinking is called SOAR thinking. You will find it on p. 13 of your workbook. The initials (point for emphasis), SOAR, help you to remember the four steps. Using the SOAR steps will help you meet expectations in common work situations more successfully."

SOAR'S ROLE IN VCT

Instruction PW #14 "SOAR is the method we use to achieve VCT objectives. SOAR is a tool which promotes vocational coping. Today we will begin to learn how to use the SOAR steps. Let's turn to page 14 in the workbook where the four SOAR steps are listed (Read four steps)."

"We will learn some techniques for..."

1. Checking out the situation (S). (Point for emphasis)
2. Thinking through our options O. (Point)
3. Anticipating what would happen if we tried different options (A). (Point)
4. Responding by acting or behaving appropriately in work situations (R). (Point)

"You will practice what you learn each step of the way so that you can learn to SOAR."

SOAR MODEL DEMONSTRATION

"Let's begin with an example of a worker applying the four SOAR steps to meet a common job expectation--changing work methods."

Video-tape Show and discuss Changing Work Methods (3770) video segment.

SOAR PRACTICE

Group Discussion Guide group discussion of the changing work methods tape using the following questions:

1. What's happening? What was the nature of the situation?
2. What is expected of the supervisor, of the worker?
3. What were Marie's options?
4. What would happen if each option were tried?
5. What did Marie do? Why?
6. How did Marie do it--what comments can you make about cues from Marie's face, body, and voice?
7. What were the results of this interaction? What do you imagine Marie's supervisor thinks and feels about her?

"Now let's apply SOAR to some other common work expectations."

Videotape — Show several demands from the vocational video vignettes segment (3452), e.g., greeting, vague instructions, apology, detailed instructions, etc. Show as many or few as are needed to introduce the concept of SOAR thinking.

Group Discussion — Discuss each vignette in terms of these questions:

S — What's happening? What are the responsibilities of the supervisor, of the worker?
O — What are the worker's options?
A — What do you anticipate would happen if each option were tried?
R — What response should the worker use?

SOAR: STEP ONE

Instruction — "Now that we have an idea of how the SOAR model can be used to meet common work expectations, let's take a closer look at each of the four steps."

PW #15 — "Turn to page 15 in your workbook. Step one of SOAR thinking stresses the following:"

SOAR Step One: Situation

What's happening? What's expected?

Instruction PW #16 "The first SOAR step is to check out the situation. Before we can do anything, we should find out what's happening, what's expected. Let's turn to p. 16 of the workbook."

READING SITUATIONS: INSTRUCTION

"There are signals all around us. We can tune them in just as a pilot must to land an airplane. Remember--tune into the signals around you. Stay on course!"

"We need to tune in the signals or cues that tell us what's happening, what's expected."

Write "cue" on board.

PW #17 "Once we have this information, we can decide how to act, how to respond. How can we get these cues or signals? Page 17 tells us. We take three steps: Stop, look, and listen."

Instruction "Wherever we are, we can stop for a moment, look around us, and listen to what is happening. By using these three steps, we read cues. Cues tell us what's happening, what's expected. Cues signal us how to act."

"Professional actors and actresses use cues to help them remember how to act. Acting cues are written on large cards and held up for the actors to glance at if they need a reminder. Comedians use cue cards. Cues help them remember all of their jokes."

"Next time you watch the evening news look closely at the announcer's eyes to see if he or she is reading cue cards. We use cue cards in VCT the same way actors do--to help us remember. Our cue cards are called coping cues because they remind us how to cope at work. Here is our first coping cue card."

	Make Giant Cue Card #1	Display giant cue card #1. Stop Look Listen
	PW #17	"On page 17 is your own personal coping cue card. It will help you remember how to get information about what's expected in a work situation." "Now let's keep our coping cue card in front of us." Move giant cue card #1 to central position. "This will remind us how to find out what's happening and what's expected in different situations."
Instruction		"It's not enough to know how to find coping cues. We have to know where to find these signals, where to look, where to listen" (point to giant cue card #1 for emphasis). "Where can we get these cues or signals that will help us cope with work situations? We can get them from three sources." Place People Self
	Make Giant Cue Card #2	Point to giant cue card #2 entries while reading aloud.
Instruction		"If we want to know what's expected--what the situation is--we check out the work place we are in, the people who are there with us, and our own thoughts and feelings at that moment. Cues from these three sources signal us what's expected and how to act when we are working."

PW #18 Your second cue card is on page 18 in your workbook. Let's keep this cue card (point to giant cue card #2) in front of us to help us remember."

READING SITUATIONS: PRACTICE

"We get information about situations by first looking at the place."

Place Slides Point to "place" entry on giant cue card and show:

1. Hospital exterior
2. Bank exterior

"Let's compare some common places. Here is a hospital and a bank. Think for just a minute about these work places. What is the difference between what is expected of workers in a hospital and workers in a bank? Why do those differences exist?"

Group Discussion Guide discussion exploring similarities as well as differences in the situational expectations of the following pairs of slides:

Place Slides
1. Church - child care center
2. Construction - food service
3. Car dealership - emergency rescue
4. Radio station - food processing factory
5. Motel - fire station
6. Funeral parlor - gas station

List participant contributions on the board under the following headings for further emphasis:

1. <u>Appearance expectations</u>

   Clothing
   Grooming and hygiene

2. Time expectations

Punctuality
Absenteeism

3. Behavioral expectations

Permissible actions
Required actions
Inappropriate actions
Unsafe actions

READING SITUATIONS: INSTRUCTION

Instruction

"These few examples have shown us that workers are expected to act differently in different work places."

"We can find out what these expectations are by checking out the place and by stopping to look at and listen to other employees who work in the place. But, this only gives us part of the information we need to decide how to act and how to respond."

"If we acted only on information about the work place we might make a mistake, do the wrong thing. We might not meet work expectations."

"To prevent this we can check out our second source to get more cues or signals to help us meet expectations and cope with work situations."

Make Giant Cue Card #2

Move cursor in front of people entry:

80

Where?
Place
* People
Self

81

READING SITUATIONS: PRACTICE

Instruction

"We can find out how we are expected to act by checking out the people we find in various work places. We can look at their actions. For example, look at the following slides. After each one, let's discuss appearance expectations. How are the workers in these different jobs expected to dress? Let's discuss what they are required to do on the job. How are their job duties alike and how are they different?"

People Slides — Workers performing various types of jobs.

Freight Room Worker	Laboratory Technician
Mechanic	Laundry Worker
Fry Cook	Meat Packer
Retail Salesperson	Waitress/Cashier
Pharmacist	

READING SITUATIONS: INSTRUCTION

nstruction

"These examples show us that places and people give us many cues about work expectations. The place and the people in it can signal us how to act as workers. But we still might take the wrong action because our information is incomplete. We need to check one other source of information, our own thoughts and feelings."

Giant Cue Card #2 — Move cursor in front of "self" entry.

Where?
Place
People
* Self

Worker Slides — Close up of workers' facial expressions (show 3 slides quickly while saying ...)

Instruction		"You are the person. Your thoughts and feelings are also part of the setting. They influence your ability to cope with work situations. It is important to tune into your own thoughts and feelings because they affect what's happening."
		READING SITUATIONS: PRACTICE
Group Discussion	PW #19	"Now we will role play or act out some situations to see how thoughts and feelings affect our ability to carry out work responsibilities. There are ground rules to follow during this activity. Let's read and discuss them; they are listed on p. 19 of your workbook."
		Read the ground rules to the group.
		A. Read your role play carefully; decide how you and your partner will act out the situation. 1. Decide on your roles 2. Develop a script 3. Rehearse your scene carefully before presenting it to the group. B. When it is your turn to present your script to the group, take time to get into your role--relax, take a deep breath, close your eyes, try to imagine yourself in the role, then begin. C. Never interrupt someone's performance; pay attention. D. Watch carefully what others say and do during their role plays. E. Provide feedback to performers. 1. Tell them first what you liked about their performance. 2. Then tell them how they might improve.
	Module 2 Work Situation Cards	"These are work situation cards describing incidents you might encounter in task performance situations. I will demonstrate how the cards are to be used."

Modeling Demonstration

1. Draw a card; read it aloud. Suppose I drew a card and it said, "It is your first day on your new job. You've waited a long time to be promoted to the sales department, and you want to prove that you deserve it. As you describe the features of a clock to your first customer, your hand hits an expensive glass vase, knocking it to the floor with a loud crash. Everyone in the store, including your supervisor, turns to stare at you and the pile of broken glass." Role play the situation for the group.

2. After your role play, write the following headings in three columns on the board, "My Feelings," "My Thoughts," "Effect on my Work." Point to each entry and describe your reactions in the situation (see list below for sample entries.)

3. "I feel:
terribly embarrassed, shaken, sad, afraid
I think:
I want to run away and hide
I never want to come back here again
I'll never live this down
People will think I'm terrible
The supervisor won't want me to work in sales ever again
Everybody will hear about this and laugh at me
Effect on my work:
It will take a while to get back my confidence
I'll need support from the supervisor and my co-workers
I'll need to hang in there and believe in myself
It will take time, but I'll come to see this as just an unfortunate accident
I'll be very careful where I move my hands from now on.

Discussion

4. Lead group in a discussion of the situation focusing specifically on feelings, thoughts, and their effects on the person's work.

Group Activity	PW #19	"Now we will give each of you a turn. Before we start, let's review our ground rules about role playing (review p. 19 of the workbook)."
		Distribute cards. Have participants practice their roles. When they are ready, ask each person to present his/her scene to the group. Ask for volunteers first. Discuss the questions in the previous list for each role play.

READING SITUATIONS: INSTRUCTION

Instruction		"This activity has shown us that we can get information from our own person. Our own thoughts and feelings influence our ability to meet work expectations so we need to tune in and be aware of them. For example, if we are experiencing a lot of anger and frustration, it is probably not a good time to talk to the boss about a raise. Calm thoughts and feelings are necessary for that task."
	PW #18	"We have learned that we can get a lot of cues about what is expected in our work situation by checking out three sources of information (point to giant cue card #2 entries): the place, the people, and our own thoughts and feelings (self). Your cue card, shown on page 18, will remind you of these sources of situational information."
	Giant Cue Card #2	Where? Place People Self
Instruction		"We can use this information to decide how to act as workers. If we check out the situation carefully, we will make fewer mistakes in our actions. We will meet expectations and cope effectively with common work situations. Others will come to see us as valuable employees. This will not only help us to keep our job but also to be promoted to positions with more pay and benefits."

"You can practice what you have learned today whenever you are in a place where people work. Look around you when you go to the supermarket, gas station, post office, drug store, or restaurant. See what you can learn about these different work sites by checking out the place and the people. Imagine yourself working there to see how you would feel and what you might think or do as an employee."

"That concludes our lesson for today. We will talk about how to get more detailed information on what's happening and what's expected in our next session: Interpreting Social Cues in Vocational Situations: Face, Voice, and Body."

VOCATIONAL COPING TRAINING

Module Three

Interpreting Social Cues in Vocational Situations (S): Face, Voice, and Body

VCT MODULE THREE

Interpreting Social Cues in Vocational Situations: Face, Voice, and Body

Trainer Objectives

1. To review how to read environmental cues.

2. To practice reading cues from thoughts and feelings.

3. To teach participants the importance of human physical features as sources of information.

4. To practice receiving and sending positive and corrective face, voice, and body cues in common work situations.

Comments to the Trainer

Module three enhances the participant's skill in information processing, i.e., accurately perceiving and interpreting the situation (S). This module has been specifically designed for participants who lack proficiency in information processing due to a disabling condition (e.g., learning disability, emotional disability, sensory impairment) or lack of experience caused by social isolation. Participants who do not have deficits in information processing can, at the discretion of the trainer, move rapidly through the module or briefly cover only main points. Other participants will need extensive instruction and practice in the entire module or selected parts of it. For this reason, each section of the module has been designed as an instructional and an assessment opportunity, thus permitting trainers to monitor participant progress and adjust the pace of training accordingly. Because of the length of this module, the trainer may wish to divide it into 3 sections: face, voice, and body.

VCT MODULE THREE

Activities	Materials	Instructions
		INTRODUCTION
Greeting		"Good morning! Welcome to the third module of Vocational Coping Training."
		"Today we will tune into the total image of persons working with us. We will learn how to interpret what their face, voice, and body cues mean. We will learn how to send others clear signals about our thoughts and feelings. Module three includes video modeling and role playing so the monitor will be turned on during several practice activities."
		READING SITUATIONS: REVIEW
Instruction		"Last session we talked about what is expected of the worker in work situations. We learned where to look for information about these expectations. Who can remember where we got this information?" (Give positive reinforcement for responses.)
	Giant Cue Card #2	"There are three places to get cues to help us decide how to act to meet expectations." Point to and read aloud entries on giant cue card #2 for emphasis--place, people, self."
		READING THOUGHTS AND FEELINGS: INSTRUCTION
Instruction		"But, knowing where to look does not always give us enough information to decide how to act, how to respond. We need more detail about what's happening--about what others expect of us, especially our supervisor."

		"We need to update this information throughout the day. At work, everyone is busy. There is little time for supervisors or co-workers to stop and explain their thoughts and feelings."
	SOAR Chart	"As a worker you need to be able to quickly check whether or not your supervisor is pleased with your work. (Point to S on SOAR chart.) You will need to act or respond (point to R on SOAR banner) based on this quick check."
Instruction		"But, it isn't always easy to tell what our supervisors and co-workers are thinking and feeling. Thoughts and feelings are inside people where we cannot see them."
	PW #20	"As you can see on page 20 of your workbook, cartoonists use word balloons to show us what's happening inside people. The cartoon artist lists the character's thoughts and feelings inside a word balloon."
		1. Cartoon figure with empty word balloon. 2. Cartoon figure with filled word balloon.
		READING THOUGHTS AND FEELINGS: PRACTICE
		"Let's be cartoonists and list some thoughts and feelings in some word balloons for real people."
		Draw a large word balloon on the board. Show the following facial expression slides.
Group Discussion	Facial Expression Slides	1. Happy 2. Sad 3. Angry 4. Frightened 5. Anxious

Slide Projector & Screen

After each slide, discuss the following questions:

1. What image is this worker sending? How does the worker probably feel? What might the worker be thinking?
2. What cues tell you that?
3. If this worker were saying something about a particular work situation, what would it be? (Fill in the word balloon on the board with one participant's contributions.)

When entering responses in the word balloon, use the term "thought list" to describe the act of writing down the worker's thoughts and feelings.

READING GLOBAL IMAGES: INSTRUCTION

Instruction

"Now we know more about what cues to look for--which bits of information are important and deserve our close attention. Let's create the ideal supervisor--one who will make his/her expectations of us clear. Here's our supervisor."

Make Mannequin

Blank, life size human figure drawn on chalkboard or shelf paper.

"What cues can we use to learn about this supervisor's expectations?" (Give positive reinforcement for responses.)

"This supervisor is sending us a blank image. We cannot get any information from this supervisor yet. We do not know what thoughts and feelings exist or what we are expected to do."

"We need a stronger image, don't we? Let's give this supervisor a stronger image. What image shall we have the supervisor send?"

Group Activity

Identify the importance of physical features as a source of information in the following manner:

	Collection of Features	1. Guide group discussion to agreement on the thoughts and feelings they want the supervisor to have. 2. Guide group discussion of physical features (face, voice, body) that will convey the thoughts and feelings. 3. Draw facial features on the mannequin; change the mannequin's posture if possible by redrawing the position of head, arms, legs, etc.
Group Role Taking Activity		"Now we have a strong visual image of this supervisor. Who would like to come forward, take the role of the supervisor, and speak words to complete the image?" Encourage several trainees to respond; give reinforcement for role taking. Repeat this exercise several times to illustrate the importance of face, voice, and body cues.

READING GLOBAL IMAGES: PRACTICE

Instruction		"You've done an excellent job with the total image of this imaginary supervisor. We're going to save our supervisor mannequin so that we can use it later. We will now look at some real workers to see if we can identify their thoughts and feelings from their total image."
Instruction		"Now let's watch a person at work. What is the total image she is conveying?
	Video Equipment	Play global images video segment (3652). List participant contributions on the board in 3 columns entitled Face cues, Voice cues, Body cues as they are identified during group discussion.
	Videotape	Clerical worksite Worker seated at typewriter Exaggerated facial expression of frustration, clenched hands, and tense body posture.

Group Discussion

Guide group discussion using the following questions:

1. What image is this worker sending? What thoughts and feelings are occurring?
2. How do you know?
3. Let's list on the board the cues that gave you information on the worker's thoughts and feelings.

Instruction

"Now that we know what cues to look for to learn what's happening and what's expected of us, we can use a third cue card." (Point to giant cue card #3 entries while reading them aloud.)

PW #21

"You will find your own personal cue card on page 21 of the workbook. Do you have any questions about where we find face, voice, and body cues? We will talk about each of these information sources--face, voice, and body--in more detail."

Make Giant Cue Card #3

What?
face - eye contact and expressions
voice - tone, clearness, loudness, and speed
body - posture, distance, gestures, and relaxation

"The combination of face, voice, and body cues results in a strong image from our co-workers. This total image helps us decide what they expect of us and how we should act toward them. These cues help us determine what others are thinking and feeling."

"Let's put this card in front of us so we can use it as we examine each of these sources of information more closely." (Move giant cue card #3 to a central position.)

RECEIVING POSITIVE FACE CUES: INSTRUCTION

Instruction

"The face is a rich source of information about what a person is thinking and feeling. There are a number of physical features on the face (point to the mannequin) that enable it to send cues."

"You decided some of them were necessary for your supervisor to convey thoughts and feelings (point to mannequin). We have eyes and eyebrows, mouths, noses, and ears."

PW #22 Make Giant Cue Card #4

"We can use these physical features to send cues in two important ways. These are listed here on our giant cue card (point to card). You will also find these listed on page 22 of the training manual."

Face Cues
1. Eye contact
2. Expressions

"There are many times at work when a face cue is all that is needed to convey thoughts and feelings to others. Workers are often busy and cannot take time to talk, but a facial expression such as a smile (model) or a frown (model) signals quickly to us how others feel and what they might be thinking."

"This is called feedback. Feedback tells us how well we are meeting expectations. Some feedback results only from face cues--eye contact and expression."

"Some face cues are pleasing. They convey pleasant thoughts and feelings, and we get a positive image of the other person."

"Receiving pleasant face cues from other workers is important. This information tells us we are meeting work expectations and others are pleased with the way we are handling our work responsibilities."

RECEIVING POSITIVE FACE CUES: PRACTICE

"Let's take a look at some examples."

Video-tape

Receiving positive face cues: Example 1 (3666)

Supervisor approaches worker
Observes task performance
Direct eye contact between the two
Supervisor nods approval
Worker smiles
Supervisor leaves

Group Discussion

Guide group discussion using the following questions:

1. What pleasing face cues did you see?
2. Let's do some thought listing. Let's list on the board what these face cues tell us the supervisor and the worker are probably thinking and feeling.

PW #23

3. You can enter them in the word balloons on page 23 of your workbook.

Instruction

"Now let's look at an example of how face cues can convey positive thoughts and feelings between co-workers."

Video-tape

Receiving positive face cues: Example 2 (3678)

Co-workers performing separate tasks at same table
Supervisor's back is turned
One worker drops materials
Second worker helps retrieve them
First worker smiles
Second worker smiles

Group Activity

Guide group discussion using the following questions:

1. What pleasing face cues did you see?
2. Let's do some thought listing. Let's list on the board what these face cues tell us the workers are probably thinking and feeling.

PW #23

3. You can enter your ideas in the word balloons on page 23 of your workbook.

SENDING POSITIVE FACE CUES: INSTRUCTION

Instruction

"Now that we have learned to receive positive facial cues, let's learn how to send them."

Video Equipment

In the exercise to follow, have participants stand in front of the video camera in groups of 3 or 4. Be sure that everyone is visible on the screen and that each participant has at least one opportunity to view his/her facial expressions. Other participants should observe while this activity is being conducted.

"It's important to have an idea of how your eye contact and expression appear to others when you are sending positive signals. You can get feedback on how your face looks by using the video monitor. The camera is on but not recording."

Video Practice

"Position yourself so you can see your face. Concentrate only on your own face. When I stand beside the monitor (point), I will take the role of your supervisor giving you a compliment. You will take the role of the worker. Show pleasant thoughts and feelings about the compliment through your facial expression. Watch yourself on the monitor. I will give you a minute to concentrate on how you look."

"We will do this several times so you can improve on expressions that do not convey a positive image."

"O.K. let's take our roles. You (point) are now the worker, and I am stepping into the supervisor's role" (step beside screen).

Pause, smile warmly, and say, "I want to compliment you on that sale yesterday. You did very well to sell both the washer and the dryer to the Fosters. You handled yourself like a real pro."

Allow trainees time to observe their response expression then move on to the following two examples. Involve the remaining participants in at least one of these activities:

1. Pause, smile warmly, say, "Boy, you're sure cranking it out today. I can't believe how much you've accomplished!"
2. Pause, smile warmly, say, "Nice job on that report! Keep up the good work."

RECEIVING CORRECTIVE FACE CUES: INSTRUCTION

Instruction

"Let's turn now to facial expressions that give you some different information. These cues tell you to change what you are doing. They could be referred to as corrective facial cues."

"There are many occasions at work when employers and co-workers want to quickly convey that they are dissatisfied. They want to send a corrective image, but they don't have the time to stop and talk about it."

"Unpleasant facial expressions can quickly convey thoughts and feelings about the need for a change or correction in behavior. This type of information is very important to us as workers. It signals to us that we may not be meeting work expectations. We may need to change or correct how we act or respond."

RECEIVING CORRECTIVE FACE CUES: PRACTICE

"Let's take a look at some examples."

Video-tape

Receiving corrective face cues: Example 1 (3686)

Supervisor approaches daydreaming worker.
Direct eye contact is made.
Supervisor raises eyebrows, frowns, shakes head.
Worker nods.
Worker returns to work.
Supervisor looks visibly satisfied.

Group Activity

Guide group activity using the following directions:

1. What corrective face cues did you see?
2. Let's list on the board what these face cues tell us the supervisor and worker are probably thinking and feeling.

PW #24

3. You can enter them in the word balloon on p. 24 of your workbook.

Instruction

"Now, let's look at an example of how facial cues between workers can convey the need for changes or correction in behavior."

Video-tape

Receiving corrective face cues: Example 2 (3698)

Co-workers performing separate tasks at the same table.
Supervisor's back is turned.
One worker accidently knocks over a pile of completed work.
Second worker glares at the first worker.
First worker raises eyebrows, looks sheepish and apologetic.

Group Activity

Guide group activity using the following directions:

1. What corrective face cues did you see?
2. Let's list on the board what these face cues tell us the worker and co-worker are probably thinking and feeling.

PW #24

3. You can enter them in the word balloons on p. 24 of your workbook.

SENDING CORRECTIVE FACE CUES: INSTRUCTION

Instruction

"Now that we have learned to receive corrective face cues, let's learn how to send them. At work it is rarely appropriate for workers to use words to convey corrective thoughts and feelings."

"There are times, however, when it is appropriate to use brief facial expressions to show dissatisfaction. This is especially true when the supervisor comments on something you are dissatisfied about and you want to convey that you agree."

SENDING CORRECTIVE FACE CUES: PRACTICE

"It's important to have an idea of how your face looks when you are sending corrective cues."

"Let's get feedback by using the video monitor just as we did for sending positive face cues. Get positioned so you can see your face on the screen."

Involve 3 or 4 participants in the first example, the remaining participants in small groups for the final two examples.

Video Modeling Activity

Turn on monitor, stand near by.

"I'm ready to step into my role as your supervisor. Get ready to assume your role as worker. Remember to look at the monitor and concentrate only on your own face. Try to make a facial expression that would be an appropriate reaction to what the supervisor has said. We will do this several times so you can improve on expressions that don't convey corrective feedback."

"Let's take our roles. You (point) are now the worker, and I am stepping into the supervisor's role" (step next to screen).

Pause, grimace and say, "This machinery sure puts out a lot of heat. It must be 100 degrees in here."

Allow trainees time to observe their expressions then move on to the following two examples. Involve the remaining participants. Allow time for each group to view and discuss their ability to convey corrective facial expressions appropriately.

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1. Pause, grimace and say, "These parts don't seem to fit together very well."
2. Pause, grimace and say, "That Ronnie, he never brings the mail on time."

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Instruction

"Face cues are often useful in work situations where voicing your opinion or speaking your mind would be inappropriate or get you into trouble."

"As these examples have shown us, facial cues can quickly signal one worker's thoughts and feelings to another. Face cues are made up of eye contact and expressions that convey information about the situation. This information gives us an idea of what's expected and helps us decide how to act."

RECEIVING POSITIVE VOICE CUES: INSTRUCTION

Instruction

"Last session we learned that facial expressions can signal what is expected of us as workers. Two physical features make facial signals possible. Who can remember what they are? That's right; eye contact and facial expressions make face signals positive."

Write on board; give positive reinforcement for responses.

"We learned that we receive face cues from those around us in the work place--supervisors and co-workers. We also learned that we send out face cues. We send and receive face signals; its a two way process."

"A supervisor's facial expression can signal whether our performance is acceptable and should be continued or unacceptable and should be changed."

"But face cues alone do not give us the total image of the person. We can only guess what the other person might be thinking or feeling. We can get more information about what's expected by checking out voice cues."

	Giant Cue Card #3	Move cursor in front of "voice" entry. What? face *voice body
Instruction		"The voice is a rich source of information about what a person is thinking and feeling. The human voice has four features that make it possible to send cues. These are listed on our giant cue card (point) and on page 25 of your workbook."
	PW #25 Make Giant Cue Card #5	Voice Cues 1. Tone 2. Clearness 3. Loudness 4. Speed
	Video-tape	"Let's listen to an example of each of these." Receiving positive voice cues: Example 1 (3707) Play videotape and encourage trainees to discuss their discrimination of the four features.
Instruction		"There are many times at work when a voice cue is all that is needed to convey thoughts and feelings to others. Workers are busy and often cannot take time for a long conversation. Simple voice cues such as clear instructions in a pleasant tone signal quickly how others are feeling and what they might be thinking." "This is another kind of feedback similar to feedback from facial signals that tells us how well we are meeting work expectations. Feedback can be given effectively using only voice cues." "Some voice cues are pleasing. They convey pleasant thoughts and feelings and give us a positive image of the other person."

RECEIVING POSITIVE VOICE CUES: PRACTICE

"Receiving pleasant voice cues from other workers is important. This information tells us we are meeting work expectations and others are pleased with the way we are handling our work responsibilities. Let's listen to some examples:

Videotape — Receiving positive voice cues: Example 2 (3728)

Supervisor giving compliment
Worker acknowledging compliment

Group Activity — Guide activity using the following directions:

PW #26

1. What positive voice cues did you hear?
2. List in the word balloons on page 26 of your workbook what you think the supervisor and worker might be thinking and feeling.
3. What are some examples of those thoughts and feelings?

Instruction — "Now let's listen to another example of how voice cues can convey positive thoughts and feelings between co-workers:"

Videotape — Receiving positive voice cues: Example 3 (3733)

Co-workers completing team assignment
One worker commends the other's contribution
The other accepts the compliment and comments positively on the team effort.

Group Activity — Guide activity using the following directions:

PW #26

1. What positive voice cues did you hear?
2. List in the word balloons on page 26 of your workbook what you think the co-worker and worker might be thinking and feeling.

3. What are some examples of thoughts and feelings?

Instruction		"Let's listen to some other voice cues that are not easily understood. Listen carefully to the voice for signals about how the supervisor and worker feel and what they may be thinking."
Instruction	Giant Cue Card #5	"There's a lot more going on here than just the words. In fact, the words don't tell us very much. We have to tune into the tone, the speed, the loudness, the clearness (point to entries on giant cue card) to really understand what's happening. We may hear all of these signals or just one."
	Video-tape	Receiving positive voice cues: Example 4 (3740) Supervisor introduces time pressure in pleasant but urgent tone. Worker acknowledges without indication of irritation or distress.
Group Activity		Guide group activity using the following directions: 1. What voice cues did you hear? 2. What is this worker probably feeling and thinking? 3. What is the supervisor feeling and thinking? Write contributions in 2 word balloons on the board; use the term "thought listing" whenever possible.
		SENDING POSITIVE VOICE CUES: INSTRUCTION
Role Playing		"Now that we've learned to receive positive voice cues, let's learn how to send them. It's important to have an idea of how your voice cues sound to others when you are sending a positive image. You can get feedback on how your voice cues sound by using cassette recorders."
	Module 3 Situa-	"We will take work roles from the situations on these cards (hold up cards) and act them out with partners while the tape recorder

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	tion Cards #1	records our voice cues. The cards identify typical work situations such as receiving a compliment from a supervisor or giving a compliment to a co-worker."
	Cassette Recorder	"You will need to have a partner for this activity. Let's find a partner so we can begin this activity."
		SENDING POSITIVE VOICE CUES: PRACTICE
Audio Role Play and Feedback		Write steps for this activity on the board. (The steps are underlined in the list to follow.) As they are listed verbally, point to each entry.
		"O.K., partners, I have a deck of work situation cards. You and your partner are to <u>draw a card</u>" (point to entry).
		"<u>Read the situation</u> (point), <u>decide who will play each role</u>" (point).
		"<u>Rehearse the situation</u> (point), and, when you are ready, <u>tape your role play</u>" (point).
		"Then we will play it back to get feedback by listening to how your voice cues sound when you are sending a positive image."
		Following the activity, draw the group together, and ask for a partnership to volunteer to share their tape.
		Write the voice cues on the board; instruct trainees to listen for the voice cues that convey positive thoughts and feelings.
		RECEIVING CORRECTIVE VOICE CUES: INSTRUCTION
Instruction		"Now that we've explored receiving and sending pleasant voice cues, let's turn to voice cues that are not pleasing. There are occasions at work when unpleasant or corrective voice cues give

us important signals from others about how we are meeting our work expectations. For example, corrective voice cues can convey the following:" (write on board):

1. I don't like what you are doing.
2. You need to change your behavior.

"We receive these signals through corrective voice cues from our supervisor and co-workers. This information signals that we are not meeting our expectations as workers and that we may need to change how we act or respond."

"These corrective signals can come in the form of loudness, clearness, tone, or speed (write on board). We might hear just one of these (point to entries on board), or they might combine to give us negative signals."

RECEIVING CORRECTIVE VOICE CUES: PRACTICE

"Let's listen to some examples of how voice cues can signal corrective thoughts and feelings."

Videotape — Receiving corrective voice cues: Example 1 (3749)
Supervisor correcting worker.
Worker acknowledging correction.

Group Activity — Guide activity using the following directions:

1. What corrective voice cues do you hear?
2. What do these voice cues tell you the supervisor and the worker are probably thinking and hearing?

PW #27

3. Let's do some thought listing on the board so you can enter them in the word balloons on page 27 of the workbook.

125 Instruction — "Corrective voice cues can signal that the supervisor or co-worker does not approve of your behavior. This is a signal that you need to change your behavior." 126

"It does not mean that the supervisor or other worker dislikes you. Disapproval (write word on board) means that the other person does not like (point to dis part of disapproval) or approve (point to approve part of disapproval) of what you are doing."

"They are simply requesting that you change your behavior. Disapproval (point to word) is not the same as dislike" (write on board).

"Let's listen to another example of corrective voice cues signaling thoughts and feelings. See if you can tell what the workers might be thinking or feeling."

Videotape — Receiving corrective voice cues: Example 2 (3759)

Supervisor corrects worker.
Worker acknowledges criticism.

Group Activity — Guide activity using the following directions:

PW #27

1. What corrective voice cues did you hear?
2. List what you think the supervisor and worker were thinking and feeling in the word balloons on page 27 of your workbook.
3. Let's list some of your ideas on the board.

Instruction

"Corrective voice cues from a supervisor or co-worker usually mean that you are not meeting work expectations and need to change your behavior."

"Corrective voice cues can be an early warning system that will help you keep your job. The person using corrective voice cues to signal that you are not meeting expectations may like you very much. They may be giving you a chance to change your behavior so you won't get in trouble or lose your job."

"Let's listen to some corrective voice cues that are not so easy to decipher."

Videotape

Receiving corrective voice cues: Example 3 (3767)

Supervisor introduces time pressure (urgent pace, pleasant tone)

Receiving Corrective voice cues: Example 4 (3779)

Supervisor gives instructions (lack of clarity, pleasant tone)
Worker restates instructions.

Group Activity

Guide discussion of each tape script using the following directions:

1. What voice cues did you hear?
2. Let's list on the board some ideas about what the supervisor and worker might be thinking and feeling.

PW #27

3. Write your ideas about the supervisor and worker in the word balloons on page 27 of the workbook.

Instruction

"Many voice cues that sound unpleasant are simply signals that work expectations are changing. As a result, the worker's behavior must change to meet them."

"Workers need to be able to identify these signals so that they can respond appropriately, e.g., work more quickly, do the job differently, or stop doing certain tasks."

"Workers who are are not skilled in vocational coping often assume that corrective voice cues mean that the other person dislikes them. They misunderstand what's really happening, what's really expected."

"Workers with good vocational coping skills learn to tell what a voice cue means. They can tell what's really happening, what's

really expected of them. Then they can review their options, anticipate what will probably happen (point to steps on SOAR chart) and respond appropriately."

"Workers who can tell what a voice cue really means have completed the first SOAR step; they can understand what is going on in the situation. They are on their way to doing well on their job and to getting promoted to higher level positions with more pay and better benefits."

SENDING CORRECTIVE VOICE CUES: INSTRUCTION

Instruction

"Now that we have learned to receive corrective voice cues, let's learn how to send them appropriately. It is important to remember that supervisors, because they are in a position of authority, can use a negative tone for correction."

"Workers, however, must be careful about the tone of voice they use. Rarely is it appropriate for a worker to use negative voice tones. However, it is appropriate for workers to use volume, clarity and pace to convey signals to other workers."

SENDING CORRECTIVE VOICE CUES: PRACTICE

Work Situation Cards #2

Use Situation Cards #2, audio recorders, and established sending practice format for this work role activity. Give the following instructions:

1. Draw a card for each partnership
2. Read the situation described on the card
3. Decide who will play each role
4. Rehearse the situation
5. Tape the role play
6. Play the tape for the group and get feedback by listening to our voice cues.

RECEIVING COMBINED FACIAL AND VOICE CUES: INSTRUCTION

Instruction

"You have done an excellent job listening for corrective voice cues that signal thoughts and feelings. We have also learned much about how face and voice cues signal to workers what is expected of them."

"Although we sometimes experience face or voice cues separately, they usually occur together. From combined face and voice cues, we get a much stronger image of the other worker; we learn more about what's happening and what's expected. In other words, when we add face and body cues, the result is a stronger total image."

PW #28

"Turn to page 28 of your workbook."

face
+
voice
Stronger Total Image

Instruction

"Let's take a look at some examples of how voice and body cues combine to form a stronger image. We'll listen to the voice cues first to see what signals they send us--how strong an image we can get. Then we'll listen and watch the face and voice cues together to see how the image becomes stronger. A stronger image makes it easier for us to understand what's happening and what's expected."

Video-tape

Receiving combined face and voice cues: Example 1 (3786)

Supervisor introduces time pressure.
Worker acknowledges.

Group Activity

Guide activity using the following directions:

1. What do the voice cues tell us?
2. What do the face cues tell us?

3. What do the combined cues tell us this worker might be feeling or thinking?
4. Let's list them on the board (draw word balloon).
5. What are this worker's options? (Point to O entry on SOAR banner)
6. What would the best of these options be? (Point to A entry on SOAR banner.)

Instruction

"On this next example let's look at the facial cues first to see what signals they are sending us--how strong the image is. Now we will listen to and watch the voice and face cues together to see how the image becomes stronger. Stronger images are easier to understand; they make the expectations clearer."

Video-tape

Receiving combined face and voice cues: Example 2 (3795)

Supervisor gives correction
Worker acknowledges

Group Activity

Guide activity using the following directions:

1. What cues did you see in the face?
2. What did the voice add? Why was the image stronger with face and voice cues?
3. What do you think the supervisor was thinking and feeling; the worker?

SENDING COMBINED FACE AND VOICE CUES: PRACTICE

Work Situation Cards #3

Use situation cards #3 and the video recorder for this role play activity. Give the following instructions:

Video Role Play

1. Ask partnerships to draw a card
2. Read the situation described on the card
3. Decide who will play each role

4. Rehearse the situation
5. Videotape each role play
6. Play the tape for the group without the audio
7. Get feedback from the group regarding face cues
8. Play the tape a second time with audio
9. Get feedback from the group regarding voice cues
10. Discuss how face and voice cues combine to improve communication

RECEIVING POSITIVE BODY CUES: INSTRUCTION

Instruction

"The body is a rich source of information about what a person is thinking and feeling. There are four ways the body can send cues. These are listed on our giant cue card and on page 29 of your workbook."

PW #29
Make
Giant Cue
Card #6

Body Cues
1. Posture
2. Distance
3. Gestures
4. Relaxation

"Let's look at an example of each of these."

Video-
tape

Receiving positive body cues: Example 1 (3806)

Play videotapes and encourage trainees to discuss their perceptions of the four body features--posture, distance, gestures, relaxation.

Instruction

"Many times at work a body cue is all that is needed to convey thoughts and feelings to others. Because workers are busy, they can't always take time for a long conversation."

"A body cue such as a gesture with the hand--a friendly wave--signals quickly to us how others feel and what they might be thinking."

"Body feedback, similar to feedback from facial signals, tells us how well we are meeting work expectations."

"Some body cues are pleasing. They convey pleasant thoughts and feelings and help us get a positive image of the person."

"Receiving pleasant body cues from other workers is important. This information tells us we are meeting our work expectations and others are pleased with the way we are handling our work responsibilities."

RECEIVING POSITIVE BODY CUES: PRACTICE

"Let's take a look at how body cues can signal expectations in work situations."

Video-tape — Receiving positive body cues: Example 2 (3848)

Supervisor stands behind worker observing performance.
Worker looks up
Supervisor makes an A-O.K. hand gesture
Worker smiles, continues working.

Group Activity — Guide activity using the following directions:

1. What body cues did you notice?
2. Let's list on the board what we think the supervisor and worker might be thinking and feeling.

PW #30

3. Write the supervisor's and worker's thoughts in the word balloons on page 30 of the workbook.
4. What one thing told you the most about the supervisor's thoughts and feelings? (Discuss A-O.K. gesture and its effect on the worker.)

Instruction — "Now let's look at another example of how body cues can convey positive thoughts and feelings between co-workers."

	Video-tape	Receiving positive body cues: Example 3 (3853) Co-workers engaging in team assignment One worker commends the other by pointing to work and nodding head The other acknowledges with raised finger and head nod
Group Activity	PW #30	Guide activity using the following directions: 1. What body cues did you see? 2. What did they convey? 3. Write down what you think the co-worker and worker were thinking and feeling in the word balloons on page 30 of the workbook. 4. Let's discuss your reactions to this videotape.
Instruction		"Now let's look at an example that is not so obvious. See if you can tell from the body cues how the people feel and what they might be thinking."
	Video-tape	Receiving positive body cues: Example 4 (3860) Supervisor pauses behind worker and uncritically observes worker's performance. Worker looks up, calmly continues working. Both are relaxed, supervisor slowly moves away.
Group Activity	PW #30	Guide activity using the following directions: 1. List what the supervisor and worker might have been thinking in page 30 of the workbook. 2. What body cues did you see? What do they mean? 3. What do they tell us about the thoughts and feelings of the supervisor and worker?

Instruction		"Let's look at some other body cues that are not easily understood. Look carefully at the body cues for signals about how the supervisor and worker feel and what they may be thinking."
	Giant Cue Card #6	"There's a lot more going on here than just the words. In fact, the words don't tell us very much. We have to tune into the posture, distance, gestures, and relaxation (point to entries on giant cue card) to really understand what's happening. We may see all of these signals at once or one at a time."
	Video-tape	Receiving positive body cues: Example 5 (3866) Supervisor gives instructions by leaning over seated worker. Worker acknowledges with hand gesture and head nod.
Group Activity		Guide activity using the following instructions: 1. What do you think? 2. What is this worker probably feeling and thinking? 3. What about the supervisor? Write contributions in two word balloons on the board. Use the term thought listing whenever possible; give positive reinforcement for responses.
		SENDING POSITIVE BODY CUES: PRACTICE
	Work Situation Cards #4	Use Work Situation Cards #4 and video recorder for this role play activity. 1. Ask partners to draw a card. 2. Read the situation described on the card. 3. Decide on roles. 4. Practice a role play of the situation. 5. Videotape each role play. 6. Play back tape for the group. 7. Get feedback from the group.

RECEIVING CORRECTIVE BODY CUES: INSTRUCTION

Instruction

"Now let's learn how to identify corrective body cues. There are occasions at work in which corrective body cues give the worker important signals about work expectations. For example, corrective body cues can convey the following." (write on board)

1. I don't like what you are doing.
2. You need to change your behavior.

"Corrective body cues are a signal that the supervisor disapproves of your behavior. They do not mean that your supervisor does not like you."

"We receive these corrective signals from body cues our supervisor and co-workers send to us. This type of information is very important because it signals that we are not meeting expectations, and we may want to change how we act or respond."

"These corrective signals can come in the form of posture, distance, gestures, or a lack of relaxation. Only one of these features (point to entries on board) might be used to signal to you or they might all be used to send you corrective feedback."

RECEIVING CORRECTIVE BODY CUES: PRACTICE

"Let's look at some examples to see how body cues can signal thoughts and feelings about the need for a change or correction in behavior."

Video-tape

Receiving corrective body cues: Example 1 (3878)

145

Supervisor correcting worker, shaking head and pointing. Worker acknowledging correction with raised finger and nod.

146

Group Activity

Guide activity using the following directions:

1. What body cues are present?
2. What do they mean?
3. What do you think the supervisor and worker are thinking and feeling? Let's list some ideas on the board.

PW #31

4. Now write down your ideas in the word balloons on page 31 of the workbook.

Instruction

"Corrective body cues can signal that the supervisor or co-worker does not approve of your behavior. This is a signal that you need to change your actions."

"It probably does not mean that the other worker dislikes you. Remember that disapproval (write word on board) means the other person does not like or approve (point to approve part of disapproval) of what you are doing. The person wants you to change your behavior. You recall that disapproval (point to word) is not the same as dislike" (write on board).

"Let's look at another example of body cues signaling thoughts and feelings about the need for a change or correction in behavior. See if you can tell what the workers might be thinking or feeling."

Video-tape

Receiving corrective body cues: Example 2 (3883)

Supervisor criticizes worker by pointing directly at him/her with a jabbing finger.
Worker acknowledges criticism.

Group Activity

Guide activity using the following directions:

1. What body cues are present?
2. What do they mean?
3. What do you think the supervisor and worker are thinking and feeling? Let's list some ideas on the board.

PW #31

4. Now write down your ideas in the word balloons on page 31 of the workbook.

Instruction

"Corrective body cues usually mean that you are not meeting work expectations. You need to change your behavior so you can meet your work responsibilities."

"Corrective body cues are another early warning system that will help you keep your job. People using corrective body cues to signal that you are not meeting expectations may like you very much. They may be giving you a chance to change your behavior so you won't get in trouble or lose your job."

"Let's look at some corrective body cues that are harder to decipher."

Video-tape

Receiving corrective body cues: Example 3 (3890)

Co-workers cooperating in task assignment, one worker makes an error, the other worker looks away, turns body away, and steps back from worker.

Group Activity

Guide activity using the following directions:

1. What body cues are present?
2. What do they mean?
3. What do you think the supervisor and worker are thinking and feeling? Let's list some ideas on the board.

PW #31

4. Now write down your ideas in the word balloons on page 31 of the workbook.

Video-tape

Receiving corrective body cues: Example 4 (3894)

Worker slumped over task, overly relaxed stance. Supervisor approaches, worker assumes alert posture.

Group Activity

Guide activity using the following directions:

1. What are the important body cues?
2. What do they tell you about the thoughts and feelings of the worker and supervisor?
3. Write down how they both might be feeling in the word balloons on page 31 of your workbook.

PW #31

Instruction

"Many body cues that look negative are not signals of dislike. They indicate that work expectations are changing (write on board) and that the worker's behavior must change to meet them (write on board)."

"Workers need to be able to identify these signals so they respond appropriately. Usually, corrective body cues signal that employees need to work more quickly, do the job differently, stop doing certain tasks, etc."

"Workers who are not skilled in vocational coping often fail to understand signals that are sent to them. They see a corrective body cue but are not able to understand it. So they assume it means that the other person dislikes them. They misunderstand what's really happening, what's really expected. They may respond inappropriately."

"Workers with good vocational coping skills learn to tell what a body cue means. By using the SOAR steps, they determine what is really happening, what is really expected of them. They do well on their job and get promoted to jobs with more pay and better benefits."

SENDING CORRECTIVE BODY CUES: INSTRUCTIONS

Instruction

"Now that we have learned to receive body cues, let's learn how to send them. As we have said (point to list on board), corrective body cues usually signal:"

1. I disapprove of your actions
2. You need to change your behavior

"Our supervisor and other co-workers can use posture, distance, gestures, and relaxation to signal these two messages to us. You can learn to use these body cues to send messages too. Here is an example of a supervisor telling a worker to work faster. Watch the example on the videotape then come up to the camera in a small group (two or three at a time) and send the message using body cues."

Videotape & Live Practice — Videotape

Sending corrective body cues: Examples 1-3 (3904, 3911, 3917)

Show each of the following video examples. Then ask participants to practice sending the same message in front of the camera. Allow each participant time to practice this activity. Provide feedback to each person as needed. Repeat this same exercise for each video example:

1. Supervisor points at her watch to give a time pressure.
2. A co-worker and worker are sitting together. The co-worker leans away, then edges his/her chair away from the worker who is sitting too close.
3. A worker is anxiously completing a task. His/her rigid stance indicates anxiety over the task.

SENDING CORRECTIVE BODY CUES: ADDITIONAL PRACTICE

Work Situation Cards #5

Use Work Role Cards #5 and video recorder for this activity. Give the following instructions:

1. Select a card (one per partnership)
2. Read the situation
3. Decide on roles
4. Videotape role plays

5. Show role play to the group
6. Receive feedback. Stress the importance of understanding corrective body cues if one is to keep his/her job.

RECEIVING COMBINED TOTAL IMAGE CUES: INSTRUCTION

Instruction

"These examples have shown us that body cues--posture, distance, gestures, and relaxation--help us to understand what people's thoughts and feelings might be. They combine to form a total image."

"Let's turn to page 32 in the workbook. (Discuss total image equation)."

PW #32

face
+
voice
+
body
total image

PW #33 Dish antenna (Turn to p. 33 in the workbook).

Instruction

"To understand what others are thinking and feeling, we must know what their signals mean. Their signals, which we are receiving all of the time, give us a good idea of what's happening and what's expected. We can then decide on the most useful way to respond."

"At the same time that we are tuning into other workers' total images, they are tuning into ours. In other words, while we are receiving their signals, we are also sending signals of our own. Our face, voice, and body cues signal to others what we feel and think. Our total image as a worker is made up of our face, voice, and body cues."

"Other people are checking us out and deciding how to act toward us at the same time we are checking them out and deciding how to act toward them. Let's look at a work situation to see how receiving and sending operate."

RECEIVING COMBINED TOTAL IMAGE CUES: PRACTICE

Group Activity — Videotape

Show several vocational video vignettes (preferably ones participants have not seen often). Direct participants to assume the role of the worker in each segment. Following each vignette, ask the group to discuss these questions:

1. What signals is the supervisor sending?
2. How is the supervisor sending the signals?
3. How do face, body, and voice cues contribute to the supervisor's message?

PW #34

"Now let's complete a thought listing for all of the situations. Turn to page 34. Focus on the thoughts and feelings you had while you put yourself in this worker's place. List them in any order. Who would like to share some thoughts and feelings? (Put examples on the board.)"

"Now let's analyze our list and decide whether each idea is a useful thought or feeling--one that helps us perform--or an unuseful thought or feeling--one we do not want to show on our face, in our voice, and in our body movements."

After group discussion, place a U (useful) or NU (not useful) next to each entry for each list.

Role Play

"Let's go back through the thoughts and feelings we have decided are useful and take turns sharing how we can signal them to others at work. The trainers will take the first one. (Select one of the U entries, read it aloud and then model its presentation to the co-trainer. Face, body, and/or voice cues can be used.)

Let's go round-robin now until each of you has had a chance to signal a useful thought or feeling."

Instruction

"We can't ignore thoughts and feelings that are not likely to be helpful at work. But we can't always act on them because they may create problems at work. We want to avoid sending signals to others about thoughts and feelings that are not useful. We must substitute useful signals for those which will not be helpful. Let's go through the thoughts and feelings we have marked NU and take turns showing how we can substitute useful for non-useful signals. The trainers will take the first one." (Select one of the NU entries, read it aloud and then model presentation of substitute signals.)

Giant Cue Card #3

"To wrap up this module, let's review where we get information about what others are thinking and feeling" (point to giant cue card #3--Face, Voice, Body).

Instruction

"Remember that while you are receiving these signals you are also sending signals about your thoughts and feelings to others in just the same way through your face, voice and body cues. These cues make up our total image."

"You can practice the skills you have learned in Module 3 wherever you are. Look around you at people's face, voice, and body cues. Try to determine how they are feeling about the work they are doing."

"For example, watch your checker at the grocery store the next time you go. Is the worker satisfied and pleased about the job or is the worker sending a different message?"

"The more you practice this skill the better you will become at accurately determining the thoughts and feelings of others. This will make it possible for you to respond appropriately, that is, to say or do whatever will be most helpful and useful at that time. In our next session, we will take a closer look at the effects of thoughts and feelings on work performance."

Module Four

Self-Messages: Performance Enhancers and Performance Inhibitors

VOCATIONAL COPING TRAINING

VCT MODULE FOUR

Self-Messages: Performance Enhancers and Performance Inhibitors

Trainer Objectives

1. To describe "self-messages"

2. To differentiate between messages that are useful (performance enhancers) and ones that are not useful (performance inhibitors)

3. To increase the number of useful self-messages

Comments to the trainer

Module four presents self-messages and their effects on performance. Two types are discussed, performance enhancers (useful) and performance innibitors (not useful). As a result of this lesson, trainees should understand that helpful or unhelpful self-messages originate from either rational or irrational thinking applied to their problems. They should learn how to use rational thinking when interpreting common job situations. Finally, participants should develop new ways to apply positive self-messages (performance enhancers) in their daily lives.

VCT MODULE FOUR

Activities	Materials	Instructions
Instruction		"In Module 3 we learned that thoughts and feelings can affect our work. Today we will take a closer look at how our thoughts and feelings, or self-messages, can be useful in a work situation. Let's listen to examples of self-messages. In each of the excerpts to follow, listen carefully to what the person is thinking and decide whether it is useful or not." (Write Useful and Not Useful in two columns on the board.) "Decide whether the message helps (enhances) or hurts (inhibits) the worker's performance."
	Video-tape	Show videotape of examples of self-messages (3935). Put statements that are useful in one column on the blackboard and ones that are not useful in another column. Discuss the different effect each set of messages would have on a person's feelings and performance.
Discussion		"You have just seen that our messages to ourselves may be of many types. Sometimes we say things that are encouraging; sometimes we say things that are discouraging. Can you think of any examples of encouraging self-messages from your own experience at work or school?" (Guide discussion of these messages in relation to several issues.) 1. What was the situation? 2. What exactly did you say to yourself? 3. How did it make you feel? 4. How did it affect your performance?
		Performance Enhancers
	Video-tape	"As we have seen, some self-messages really make us feel better. They encourage us to go on, to try harder, and to do our best. Here are some examples of self-messages that help us."

Show the Performance Enhancers segment (3987) and discuss the examples of self-messages. "Why do these self-messages help us to perform better?" (Write 'helpful' on the board.) "We call these messages performance enhancers or PEs." (Write Performance Enhancers - PE next to "helpful" on the board.) "Performance enhancers are helpful self-messages. They are based on sound, useful thinking about the world."

PW #19

Before we practice using PEs, we should review the ground rules for role playing listed on page 19 in your workbook, e.g.,

A. Read your role play carefully; decide how you and your partner will act out the situation.

   1. Decide on your roles
   2. Develop a script
   3. Rehearse your scene carefully before presenting it to the group

B. When it is your turn to present your script to the group, take time to get into your role--relax, take a deep breath, close your eyes, try to imagine yourself in the role, then begin.

C. Never interrupt someone's performance; pay attention.

D. Watch carefully what others say and do during their role plays.

E. Provide feedback to performers.

   1. Tell them first what you liked about their performance.
   2. Then tell them how they might improve.

Now let's practice some PEs."

PE Role Play Cards

"Divide into pairs. Draw one of the cards describing a specific vocational situation. Study the situation and decide who will play the different roles. Rehearse the situation. Role play it

for the group. Finish with the worker stating the self-message. Discuss the effect of the message on the worker."

Group Discussion

Following each role play, ask the partners and group members for other examples of self-messages that would enhance the worker's performance (PEs). List these self-messages on the board. Discuss each message with the group to determine whether it is seen as a PE. Strike out any messages that are not enhancing. Guide the group in identifying substitute messages for any that are not encouraging.

Performance Inhibitors

Instruction

"Some self-messages get in our way. They hurt our performance, slow us down, and make us less effective. Let's look at some workers who appear to be using self-messages that are not helpful."

Videotape PW #35

Show the Performance Inhibitors video segment (4036), then ask the participants to complete a thought listing on page 35 of their workbooks. Play the tape again and discuss each segment individually. Ask participants to describe why the messages are not helpful. Now ask the group to discuss the thought listing exercise. How did the tape make them feel.

Group Discussion

Play the tape a third time and direct the group to generate at least one helpful, alternative self-message after each example. Participants can write their alternatives on p. 35 of the workbook. Make the point that substitution of helpful self-messages for those that are not helpful makes one feel more self-confident which results in improved performance.

"Some self-messages are not useful." (Write 'not useful' on the board.) "We call self-messages that do not help us to feel or perform better performance inhibitors or PIs." (Write Performance Inhibitors and PI on the board beside not useful.) "Performance inhibitors or PIs are based on faulty, unhelpful thinking about

		the world. It is very important to turn PIs into PEs." (On the board cross out the not in not useful, cross out PI and write PE under it.)
Discussion	PW #36	"Look at the list of PIs on page 36 of your workbook. Let's identify a substitute PE for several of those PIs." (Lead a group discussion to identify at least one PE for several of the PIs. Close the exercise by asking group members to check the PIs that are particularly relevant to them. For each of those PIs, ask them to write at least one substitute PE directly under it. Discuss the exercise with the group.)
		Sources of PEs
	PW #37	"We can give you a list of ideas to help you develop PEs. Let's review the thoughts on page 37 of your workbook. How would these thoughts affect your feelings and performance? These thoughts are the basis for PEs. Do you use any of these useful self-messages now?" (Discuss) "Here are several work situations in which the worker uses these PEs. Notice how the self-messages lead the worker to feel and perform better."
Discussion	Videotape	Show and discuss the Modeling PEs videotape segment (4069).
		"Let's discuss several of these PEs in more detail." (Pick four rational thoughts from p. 37 of the workbook and lead the group in a discussion of the following questions:)
		1. What do you think about this thought? 2. Why would this idea make you feel and perform better? 3. What are some examples of ways to use this thought to say positive things to yourself at work, i.e., to give yourself some PEs?"
Group Discussion	Videotape	Work Examples
		"Let's look at some real-life work examples on videotape (4183).

They will give us another chance to learn about PIs and PEs and how they influence our thoughts and actions. As you watch these examples, imagine that you are the worker. Concentrate on how you would feel, think, and act in the situation."

Example: Your boss calls you into his office to discuss a possible promotion. You will have more responsibility and work. You will need to learn how to operate a complicated piece of equipment so that you can increase your output. You don't know how you feel--excited, nervous, hopeful, anxious. Your boss finishes his explanation and asks, "What do you want to do?"

"What is the situation? What is going on in the example? I will list some thoughts on the board related to this situation. Tell me if they are PIs or PEs and why. Describe how each thought would make you feel and act. (Select examples of PIs and PEs from the two lists to follow. Following the discussion, present enhancers and inhibitors on the videotape. Discuss the influence of the PIs and PEs on one's work performance.)

Examples of unhelpful thoughts (PIs)

1. "I can't do the work."
2. "What if I made a mistake?"
3. "My co-workers won't accept me."
4. "I would have to be responsible for so much more."

Examples of helpful thoughts (PEs)

1. "It might take a while, but I will learn this job."
2. "I am good at what I do now; I'll be good at the new job."
3. "Just think of what I could do with the extra money."
4. "My friends will understand why I changed jobs."

PW #38 "Turn to page 38 of your workbook. List two examples of performance enhancers, PEs, for this situation. What are some PEs for

this work example?" (Discuss with group. Write examples of PEs from the group on a master list to be used at the end of Module 4.)

Video-tape — "Here is our second work example. As you watch it, imagine that you are the worker. Concentrate on how you would feel, what you would think, and how you might act in the situation."

Example: "Your supervisor walks over to you. He tells you to find more work to do when you have finished all of the work at your station. He says that is the only part of your work that needs correcting. You start to get mad and are about ready to say something when he is called to the phone. You start to think more about what he said."

PW #38 — "What is the situation? What is happening? On page 38 of your workbook, write two PEs for this situation. Let's discuss your examples." (Write the examples of PEs from the group on your master list.) "Now here are some other example thoughts for this situation. Which are PEs and which are PIs? How does each make you feel? How would they affect how you act?" (Present a mixture of PEs and PIs for the group to discuss.)

Examples of unhelpful thoughts (PIs)

1. "This is awful. I have made a terrible mistake."
2. "I'll lose my job for sure now."
3. "What right does he have to tell me what to do?"
4. "It's not fair."
5. "Why didn't he pick on Travis; he never seems to overwork."

Examples of helpful thoughts (PEs)

1. "I'll learn. You can't do everything right the first time."
2. "Everyone makes mistakes."
3. "Well, he is just doing his job. Now I'll do mine."
4. "I would sure like a new supervisor, but I guess I'll just have to live with the situation like it is."

"Imagine how you would feel, think, and act in this third work example."

Video-tape

Example: "You recently started working in industrial sewing with a major clothing manufacturer. You are new to the job and to the town and have not yet met many people. You walk into the break room on your first day at work and see all new faces. You want to make friends with your co-workers. A co-worker says, "Have a seat."

"Listen to each of these PIs. How could you turn each into a PE? Here is our first thought" (Add all examples of PEs to your master list).

PI: I'll never get to know all of these people. (Lead the group in a discussion of PE alternatives. A sample is given below.)

PE: It will take time, but I'll meet some nice people.

PI: They sure aren't going to find me very interesting. (Repeat the discussion.)

PE: I'm a good person to know. We will have many things in common.

PI: I have always had trouble making friends. (Discuss)

PE: All of them were new once, too. They will help me get started.

PI: Maybe I should just skip break today. (Discuss)

PE: They seem like nice people. Maybe I can ask someone about the best place to get my car fixed.

"It is clear from these examples that self-messages influence the way we feel about ourselves and the way we act in the place where we work."

Discussion — Make Giant Cue Card #7 — Discuss the self-message cue card.

Cue card — Self-messages

PW #39

What you say to yourself affects your work performance.
Your self-messages influence ...

How you feel
What you think
How you act

Increase performance enhancers, PEs
Decrease performance inhibitors, PIs.
You can do it (an example of a performance enhancer)!

"Remember, one of the most important things to realize is that what you say to yourself--your self-messages--influences the way you act in a situation. If useful and helpful, your self-messages will help you feel more confident. As a result, you are likely to perform well and be regarded as a valuable employee."

Written Exercise — PW #40

"Positive self-messages can be increased with practice. As you become more aware of your thoughts, you can work to make them more useful and helpful. You can increase your performance enhancers (PEs). One way to say more helpful things to yourself is to begin to see yourself more positively. Take some time to respond to page 40 of your workbook. List three of your best life accomplishments and three of your best personal qualities. Take your time; we will discuss this activity in a few minutes." (Give participants time to complete the activity. Guide the group in a discussion in the following manner:)

Group Discussion

1. Would anyone like to share some of his or her best accomplishments? (Lead discussion; try to get everyone involved, but do not force anyone to participate.)
2. How did your strengths, your best personal qualities, help you accomplish these things? What are some of your best qualities and how do they help you do what you want to do?

PW #41

3. Let's do a thought listing on page 41 of the workbook on what is going through your mind as you consider your best achievements and your positive qualities. (After participants complete a thought listing, discuss their thoughts in terms of performance enhancers.)
4. How could you turn these thoughts into a personal set of performance enhancers that will help you? (List examples on the board. Discuss. At the end of the activity, stress that the examples of performance enhancers on the board could be used by the participants. Encourage them to practice the use of these self-messages throughout their working career. Add examples of PEs from this exercise to your master list.)

"Remember to watch out for PIs. They get in your way. Put PEs in their place. They help you to be an effective worker. To close this module, we will do one last exercise, make a master PE list that works for you."

PW #42 <u>Master PE List</u>

"To increase your use of PEs, you must have examples of positive self-messages that are meaningful to you. Let's review the exercises and activities we have completed in Module 4. Write down some of your favorite PEs--ones that really work for you. List them on page 42 of the workbook. When you are finished we will share these PEs with the group. You may want to add some new PEs to your list based on our discussion." (Allow the group time to write their PEs in their workbook. Then lead the group in a discussion of their favorite PEs. Try to involve each participant in presenting his/her list. Stress the influence that

these positive self-messages have on one's feelings and actions. Close the session by pointing out the importance of using these PEs in future VCT activities.)

VOCATIONAL COPING TRAINING

Module Five

Option (O) and Anticipation (A) Thinking

VCT MODULE FIVE

Option (O) and Anticipation (A) Thinking

Trainer Objectives

1. To introduce the two middle SOAR steps, O - options and A - anticipations.

2. To demonstrate how to generate options for a wide range of vocational situations.

3. To teach participants how to anticipate the outcomes of the options.

4. To teach participants how to select the most feasible option for the person and the situation.

Comments to the trainer

Participants have completed two important steps. They have practiced interpreting situational (S) data and evaluating self-messages. Situational data clarify job demands; they help workers understand their own goals as well as the goals of their supervisors. Self-messages influence performance positively or negatively; people should strive to use performance enhancing self-messages. Preceding action, the processing of situational and self-message data occurs cognitively. It is not visible as are actions and behaviors (R). Hence, two other steps, covered in Module 5, must occur before the person acts. These steps are referred to as O and A thinking. Prior to responding in a situation, the person must review his/her options, O thinking, and anticipate, A thinking, what would happen if each of the options was implemented. As a result of this O and A thinking, the individual should be able to select the most useful response.

VCT MODULE FIVE

Activities	Materials	Instructions
Instruction		"In our previous sessions, we concentrated on the first SOAR step, understanding the situation. To understand the situation, we must determine": 1. Who is involved (your boss, your supervisor, a favorite co-worker, a new co-worker) 2. What they are trying to do 3. How they may feel and think 4. What you are trying to do 5. How the situation makes you feel and think.
	SOAR Chart	"To help you understand better what your goal in the situation is, that is, what the work situation is demanding of you, we will study two new steps to add to the S step. We are now ready for the O and A in SOAR." (Point to chart.) "O and A thinking involves you in looking at your options and anticipating your outcomes. What behaviors or actions might I choose--that is an O question. What is the anticipated outcome of each of those actions--that is an A question."
Group Discussion		"Here is an example of O and A thinking." (Show videotape example of Mary, 4393.) Discuss the example.
	Video-tape	"Mary received a new work assignment at the end of her shift yesterday. The supervisor explained the job clearly, but Mary forgot one or two of the steps in the task. She needs to know what those steps are if she is to do the job correctly. How will Mary find out how to do the job? Let's do some O or option thinking. What are the possible ways that Mary might find out what she needs to know?" (Lead the group in a discussion of Mary's options. List the various options on the board. Do not examine the possible outcomes of those options, that is the next

step, "A" thinking. Should the group have difficulty developing alternatives, present the following:)

1. Mary could start on the job and hope that she remembers the two steps as she is doing the work.

2. Mary could tell the supervisor that she would like to double check the steps in the job. She could ask the supervisor to review the instructions.

3. Mary could work slowly at first and watch someone else doing the job. Maybe she could figure out how to do it from observing a co-worker.

4. Mary could ask a co-worker before work starts how to do the job. She knows several people who have been working on the new job for several days.

"Now let's do some "A" thinking. What do you anticipate would happen if Mary tried each of those options?" (Lead the group in a discussion of possible outcomes of each of the options. Clarify that this type of thinking helps them anticipate what might happen. They can choose the most useful response based on what they anticipate happening. Here are some examples of anticipations for each of the four options previously listed.)

1. What if Mary started doing the job and did it incorrectly. She could waste time and money. Her supervisor would not like that.

2. Mary's supervisor would probably be willing to review the steps involved in the job. Mary would then know that she understood how to do the task. But her supervisor might wonder why Mary didn't listen more carefully the first time.

3. Mary's supervisor might notice her slow work pace and become upset with her. Mary runs the risk of wasting time and materials again.

4. If Mary asked a friendly co-worker for help before work starts, she could begin immediately. Of course, she should be sure that the person knows how to do the job correctly. By using this approach, Mary would not need to bother her supervisor for the information a second time.

(Stress the importance of having at least two good options to try. People need an alternative in case the first response does not work.)

Video-tape

"Watch the workers in this videotape example use O and A thinking."

Show videotape of Juan (4393) using O and A thinking. Stop the tape and discuss the questions posed by the narrator. Play the second example (Mavis), again pausing to discuss each of the questions posed by the narrator. Review the process of O and A thinking with the group to close this activity.

"Now that we have experienced O and A thinking, it is time for us to practice. We will watch a series of typical job situations. After each one, we will discuss the situation presented, possible options, and anticipated outcomes. Here is our first one."

Show several vocational video vignettes (3452). After the first vignette, supervisory greeting, ask participants to review the supervisor and the worker's goals. Then lead the group in a discussion of options; write the group's options on the board. Ask participants to review each option in terms of what would happen if it were tried in that situation, i.e., anticipations. Make it clear to the participants that O thinking identifies options and A thinking clarifies anticipated outcomes.

Role Play	PW #43	"Turn to page 43 of your workbook. You will see three typical on-the-job problems. I will read each situation and then ask you individually to list two options, O thinking, for each problem." (Allow participants time to list options in their workbooks.)
		"Divide into your partnerships and do some A thinking. Discuss what would happen if each of your options were tried?" (Assign one situation to each partnership. Duplicate situation assignments if there are more than three partnerships.)
		"Now let's have a partnership report. Share your O and A thinking with us. What were your options? What do you anticipate happening if each of the options was tried? What is the best option for each of you?" (Lead a group discussion on options and anticipations for each situation.)
		"Remember--in every situation there are many ways that we could act. We identify the options, anticipate their possible outcomes, and select the most useful one. A useful option is one that fits our skills and the demands of the situation. It is fair to us and to others. We will talk more about useful responses in our next module."
	O/A Situation Cards	"Let's practice our O and A thinking with some new situations. Each of these cards contains a vocational situation. After you draw a card, I will read your situation to the group. Then we will discuss the situation as a group in terms of options and anticipated outcomes." (Pass out cards. Lead group in O and A discussion.)
		"Now move into your partnerships and select another card. I will review your situation with you. Then identify your options and decide on the anticipated outcomes. We will then ask each partnership to present its situation, options, and anticipations to the group." (Deal out new cards to each partnership. Facilitate each partnership's discussion of the situation in the group.

Bring the group in on the discussion of the range of possible useful responses.)

Group Discussion

"Let's close this exercise by responding to one more situation individually. I will draw a new card and read the situation to you. Use the S, O, and A steps to present the situation to us." (Help individuals describe their situations using the first three SOAR steps; focus on the use of O and A thinking.)

Role Play

"Now that we have discussed these situations, return to your partnerships and pick the most interesting situation for the two of you and role play it for us. Decide who will be the worker and who will be the supervisor. Review your SOAR thinking to decide how you want to act out the situation. After each presentation, we will ask you to describe the situation, your options, your anticipations, and your chosen response. We will then ask the group to suggest any other options." (Engage the partnerships in role playing the situations. After each role play, ask several questions of the partners and of the total group, e.g.,)

Partners

1. What is the nature of the situation?
2. What are your options?
3. What do you anticipate happening with each option?
4. What response did you choose? Why?

Group

1. What other options do you see for this situation?
2. What do you anticipate happening with those options?

Problem Presentation

"We have had considerable practice using O and A thinking. Before we close, let's apply our SOAR steps to the problem situations identified earlier in our group. Here is a list of actual work problems experienced by each of you in the areas of task perfor-

mance, teamwork, supervision, and on-the-job socializing. Let's look at some of these problems in terms of S - Situation, O - Options, A - Anticipation, and R - Responses." Select at least one problem from each of the four categories to discuss.

Discussion

"After we discuss several situations and the goals of the supervisor and worker, we will review the options and anticipated outcomes for each. I will ask you then to identify a response that fits the situation, a useful response. A useful response meets the demands of the situation and your skills; it is fair to you and to the other person."

Discuss the problems individually. For each problem, write down options after the group has discussed the nature of the situation. Discuss anticipations and responses for each to close the exercise. Record the response options for later use. The group will role play solutions to these problems after the modeling tape segment in Lesson 6.

"Remember, many possible solutions exist. The appropriate one depends on the situation and on your skills."

"As you have seen, O and A thinking is necessary if you are to handle vocational situations. It helps you identify useful responses that meet the demands of the situation and your needs. Of course, you show how you have applied the steps by your actions. In Module 6, we will practice some useful responses to common vocational situations. Module 6 helps us put the R with S, O, and A. We will soon be ready to SOAR."

VOCATIONAL COPING TRAINING

Module Six

Responding (R) in Common Vocational Situations

VCT MODULE SIX

Responding in Common Vocational Situations

Trainer Objectives

1. To define common job situations in terms of supervisor and worker goals.
2. To teach the use of the SOAR steps in those situations.
3. To model effective vocational coping responses.
4. To involve trainees in role playing effective vocational coping responses.
5. To receive feedback on the effectiveness of responses.

Trainer Comments

Module six stresses responding, the R in SOAR thinking. Although this lesson covers clarifying the situation, selecting response options, and anticipating potential outcomes, its main purpose is to model and role play effective vocational coping behaviors. As a result of Module 6, participants should have acquired two broad skills, a problem-solving strategy and a behavioral repertoire appropriate for commonly occurring job situations.

VCT MODULE SIX

Activities	Materials	Instructions
Instruction	SOAR Chart	"Today we are going to work on the last SOAR step, R, or responding. Responding means actions or behaviors, the things that we can actually see you do in a job situation. For example, if your supervisor compliments your work, we can see you smile and look at the supervisor. We can hear you say, 'Thank you, I appreciate that.'" "Responding is different from O and A thinking because R involves actions we can see and hear. O and A thinking takes place in our mind. Others cannot see our O and A thinking, but they can see the results of our O and A thinking--the actual responses or behaviors we have chosen to use in a particular work situation. Of course, those behaviors should be useful in that work situation. Useful behaviors have the following characteristics: they are... 1. Fair to others and to us 2. Appropriate for the time and place 3. Possible for us to do. Do you have any questions about what a useful behavior is?" "In this lesson we will practice useful behaviors in commonly occurring job situations. By the end of Module 6, you will have many new responses that you can use in job situations with your supervisor and your co-workers. To learn these useful behaviors, we will watch several videotape examples. Then we will practice the responses on the videotapes. Each of our partnerships will have an opportunity to act out responses to common job situations. The trainers will go first to show you what to do. The situations
	PW #44	we will watch are listed on p. 44 of your workbook."

Present and discuss tape labels and supervisor or co-worker content on p. 44 of the workbook. Explain that the VCT modeling scenes videotape presents supervisors and workers working together during a typical day.

VCT Modeling Scenes

1) Preparation
   a. Supervisor greets
   b. Supervisor gives detailed instructions

2) Initiation
   a. Supervisor apologizes for giving incorrect material
   b. Supervisor gives vague instructions

3) Persistence
   a. Supervisor stands over worker
   b. Co-worker introduces distractions

4) Feedback
   a. Supervisor corrects/criticizes
   b. Supervisor requests constructive criticism of new employee
   c. Supervisor compliments
   d. Supervisor requests compliment of new employee
   e. Supervisor introduces time pressure

5) Changing
   a. Supervisor introduces new procedure

6) Cooperation
   a. Supervisor makes teamwork assignment
   b. Supervisor ends teamwork assignment

7) Socializing
   a. Supervisor socializes in appropriate setting
   b. Co-worker socializes in appropriate setting

(Note to trainer: Module 6 may take 7 or more sessions to complete. Each modeling tape segment (1-7) includes supervisory demands and worker behaviors that participants need to master. Pace the training materials to the learning capabilities of the group members.)

Modeling/ Role Playing Activities	VCT Modeling Scenes	"The VCT Modeling Scenes cover seven work situations. We will now discuss the first segment, task preparation." (Point to the above list. For training purposes, introduce the first tape segments using the 14 steps to follow. Study each carefully and be sure that you understand the actions and materials involved. Present the remaining modeling scenes using the 12 steps which are explained in the material to follow.

Note to the trainer: Read these instructions, 1-14, for presenting the task preparation modeling tape scenes. Study the steps carefully before beginning any training. Notice also that trainers are to model the script development and role playing strategy in the first segment, task preparation.

Instruction

Using VCT Materials in Response Training

Steps

1. Identify the title of the work situation to be studied, e.g., preparation.

2. Present the components of the situation on the board by filling in the following outline:

Tape Label (e.g., Preparation)

Supervisory/co-worker demands: (e.g., supervisor greets, supervisor gives detailed instructions.)

Situation	Options/Anticipations	Response
1. What is done? 2. How is it done?		1. What is done? 2. How is it done?

3. Discuss what the supervisor or co-worker does to create the work situation, e.g., in preparation the supervisor greets and gives detailed instructions. Demonstrate each situational cue focusing on what is done and how it is done. Discuss.

Video-tape

4. Present each preparation demand (greeting, detailed instructions) using the Vocational Video Vignette (3452). The Vignette Videotape provides an example of each supervisory demand.) Show each presentation demand on the vignette tape. Discuss the meaning of each demand. Have participants review the purpose or goal that the supervisor or co-worker has for each of the modeled behaviors.

5. Emphasize that supervisor or co-worker behaviors define the situation (S). Discuss the worker's goal in responding to these preparation demands.

6. Ask participants to use their O and A thinking to identify response options for each demand. List the options on the board under Options/Anticipations and ask participants to indicate whether each option is appropriate or inappropriate. Based on group discussion, mark each appropriate option on the board with a plus (+) and each inappropriate option with a minus (-).

7. Eliminate (cross out) all inappropriate responses (-). Then list the appropriate options under the R column in relation to each demand in the sequence in which they would be used in the situation. Ask participants whether these would be useful responses. Discuss.

Coping Cue Cards

8. Distribute the Coping Cue Card. Match the appropriate responses (R column) on the board with behaviors on the cue card. Add any new responses suggested by the cue card to the list on the board. "Now we have a list of possible responses to the supervisor's task preparation demands."

Video-tape

Help the participants review all demands and responses before showing the modeling scene (163). Play the modeling tape. Briefly discuss the questions at the end of the scene.

PW #45

9. "We will analyze the tape by discussing R--what the worker actually did. What did you see the worker do in response to the situation? What did you hear the worker say? How did the worker do and say these things? Look at the total image rating form on page 45 of the workbook for ideas about how the worker responded. Let's review our list of responses on the board one more time for information on useful responses, responses that will help us do what is expected in the situation." (Discuss any additional responses--those listed on the board, but not on the cue card, that participants might include in their role plays.)

10. "Before we begin practicing these worker responses, tell me some PEs, performance enhancers, that the worker might use in this situation. What self-messages could the worker use to feel and perform better?" (Write the PEs on the board.)

Role Playing

11. "Prepare to act out the preparation scene in your partnership (assemble partnerships). Each partnership will role play the scene on the tape in its own special way. Remember, to recreate the scene, you and your partner must decide who will play the role of worker and who will play the role of supervisor. You will then need to develop a script based on the information on the board, or on your cue card, e.g., what the supervisor should do and what the worker should do. If you wish, make notes for your script on pages 46-47 of your workbook."

PW #46-47

Rehearse your scene carefully before you present it to the group. But, before you do the preparation scene, let us show you how to develop a script and act out the greeting and detailed instructions. (Develop and act out a script for the preparation scene; videotape your presentation. Play the videotaped trainer scene and ask for comments regarding the following questions:)

S: What's happening? What are the goals of the supervisor and worker?

O: What are the options of the worker?

A: What do you anticipate happening if the worker tries those options?

R: What did the worker do? How did the worker do it? What did you like about the worker's responses? What were the useful responses? Why? What could the worker improve?

PW #45 Ask each participant to complete the Total Image Rating Form (p. 45 of the workbook) for the trainer who played the role of the worker. Discuss the results of the participant ratings in the group.

PW #19 12. "Now we want each partnership to recreate the preparation scene you just saw. One partner must play the role of supervisor, the other, the role of the worker. Remember our ground rules on p. 19 of the workbook. If you need help, check with one of us." (Allow each partnership time to prepare and present their version of the preparation work scene. Repeat the SOAR questions to process the activity of each partnership.)

S: What's happening? What are the goals of the supervisor and worker?

O: What are the options of the worker?

A: What do you anticipate happening if the worker tries those options?

R: What did the worker do? How did the worker do it? What did you like about the worker's response? What could the worker improve? Was it a useful response? Why?

Discussion	Make PE Wall Chart	13.	"What PEs did you use to help yourself perform in the role plays?" (Lead the group in a discussion of PEs used. Refer participants to their master list of PEs if they have trouble giving specific examples. Remind them of the importance of using PEs to enhance self-confidence and performance. Add new PEs to a master list placing some of the best PEs on a wall chart for all participants to see).
	Video-tape	14.	Play the modeling tape (163) one more time and discuss the strong points of the worker's responses. (Note to trainer: Some individuals may experience difficulty mastering all of the behaviors in each tape. In such cases, divide tape content into individual supervisor or co-worker stimuli and model and role play behaviors related to each. Upon mastery of responses to the demand, participants should practice responding sequentially to all demands in the tape. Leaders must use their judgment as to how to partition the training materials.
	PW #46-47		Introduce the next modeling segment (work situation) and set of demands using the same procedure. A review of the basic steps is provided to structure the presentation of each new situation.
Presentation			<u>New Supervisor or Co-worker Situations (Initiation-Socializing)</u> (Follow these 12 steps to present the remaining VCT Modeling Scenes).

Instruction		1. Write the situation type (tape label) and specific supervisor or co-worker demands in the SOAR diagram on the board. Discuss the goals of the supervisor, co-worker, and worker in the situation.
	Video-tape	2. Show the Vocational Video Vignette (3452) for each demand individually and discuss what is expected.
		3. Ask participants to use O and A thinking to suggest responses to each demand. List the options on the board. Following a discussion, mark useful options with a plus (+) and unhelpful ones with a minus (-). Cross out unhelpful options.
		4. Under the R column, order appropriate options in the proper sequence for each demand.
	Coping Cue Card	5. Distribute the appropriate Coping Cue Card. Compare list of responses on board with those on the cue card. Add any new responses on the card to the list on the board.
		6. Repeat steps 2-5 for each situational cue. Review the supervisor and worker responses (Rs) in the scene.
	Video-tape	7. Play the VCT Modeling Scene on the videotape. Lead a "SOAR" discussion on the contents of the tape (see previous step 9), e.g., situation, options and anticipations, responses, and helpful PEs.
	PW #48	8. Review the model worker's responses (Rs). Discuss how the worker responded using the Total Image Rating Form (p. 48 of the workbook).
Role Play		9. Help participants develop a script for the new situation. Role play those scripts. Provide feedback, positive reactions first.

10. Seeking volunteers initially, select one partnership to videotape. Ask group members to complete the Total Image Rating Form (p. 48) on the participant playing the role of worker. Share this information with the role player privately. During the course of Module 6, film each partnership making sure that each person plays the role of worker at least once. Multiple copies of p. 48 of the workbook are needed.

11. To close the exercise, ask participants to identify PEs they used while role playing. Add PEs to a master list. Transfer best PEs to a wall chart.

12. Play the modeling tape one more time and discuss the strong points of the worker's responses.

Closing Review (Following practice of all modeling scenes)

"How did we apply the SOAR thinking in our modeling and role playing sessions?" (Discuss the use of the SOAR questions. Determine whether participants are able to use the problem-solving logic.) "Here are some points to remember:"

S = Situation. We learn about the situation (S) based on...

1. Place differences
2. People cues (face, body, and voice)
3. Self factors (thoughts and feelings)

O = Options. What could you do ...

A = Anticipation. What would happen if ...

R = Response. Acting out your chosen option because it is useful (meets demands of the situation, is fair to you and to the other person, and is possible for you to do.)

		"We just used this thinking to cope with some common job demands. Remember the responses that worked and use them again. When you are in a situation and you aren't sure what to do, go through your SOAR steps. SOAR thinking helps you find a useful response."
Role Play	Group's Work Problems PW #49	"To illustrate that point, let's review our group's list of job problems and options from previous sessions. We are ready to act out some solutions to these problems for the group." (Assign one problem to a partnership. Ask partners to work up a script that presents the problem and several useful responses in the proper order. Participants should use page 49 in the workbook to make notes on their script and on the situations enacted by the other partnerships).
Role Play		"Before we start practicing, are there any questions about the problem you have (Lead a SOAR discussion about any of the problems. Help participants consider the situations, options, anticipations, and responses)? Let's see our first problem. Describe the situation first (what's happening) and then show us how to handle it. (Role play each problem. Focus on SOAR in processing each pair's work. When this practice is over, close the lesson by pointing out to the group that they just used SOAR thinking to solve some common work problems.)"
	PW # 50-52	"In preparation for our next session, I would like for each of you to schedule a time when you can watch yourself on videotape completing the Work Performance Assessment (WPA) segment. The WPA was the brief work sample that you participated in before VCT began. A sign-up sheet with the available times for seeing your WPA segment will be passed around. Pick a time that fits your schedule. One of the trainers will be there to assist you in evaluating what you are seeing on the tape." (Pass around the sign-up sheet and schedule viewing times. Explain that each person is to complete the self-rating forms--pages 50-52--in the workbook. Results from these self-ratings will be discussed in the next training session. Use of the WPA is optional. If the WPA was not administered as a pretest, move directly from the previous exercise to the total work day exercise in Module 7.)

VOCATIONAL COPING TRAINING

Module Seven

The Typical Work Day:
Practicing Vocational Coping

VCT Module Seven

The Typical Work Day: Practicing Vocational Coping

Objectives

1. To increase positive self-messages.
2. To evaluate the usefulness of our own work responses.
3. To practice useful work responses.
4. To critique VCT.

Comments to the trainer

In this lesson, trainees review vocational coping behavior by:

1. Critiquing their own work responses,
2. Viewing models of effective vocational behaviors, and
3. Role playing those behaviors.

After evaluating VCT, participants view and discuss a "typical work day" modeling tape.

VCT MODULE SEVEN

Activities	Materials	Instructions
Discussion	WPA Self-rating Forms PW 50-52	"Today's major activity focuses on discussing your ratings of your own work performance. Let's base our discussion on the Videotape Self-rating and the Total Image Rating Forms. Here are some questions to consider: 1. What did you think about your responses? 2. How did you feel as you watched yourself? 3. What useful work responses did you use? Describe them in terms of what you did and how you did it (use both rating forms). 4. What responses would you like to improve? (Discuss the content and style of those responses both as they were displayed and as the participant wanted to display them.)
	PW #53	"Now let's do a brief thought listing (see page 53 of the workbook) for what you were thinking while you watched yourself on tape. (Complete thought listing.) 1. What performance enhancing messages did you list? 2. What performance inhibiting messages did you list? 3. How could you change those PIs into PEs? 4. Let's review our master list of PEs. Which of these PEs could you have used in the work situation?
	Video-tape	"One way to improve your responses is to watch other people respond in a useful way. Some of their actions may be right for you. Let's watch a modeling tape of a worker using some effective actions. See if you can get some new ideas about how to respond to common job situations. In the Typical Work Day video segment (4778), the supervisor will do the following:"

1. Greet the worker
2. Give detailed instructions
3. Apologize for giving incorrect material
4. Give vague instructions
5. Stand over worker
6. Provide distraction
7. Correct/criticize the worker
8. Request constructive criticism of a new employee
9. Compliment the worker
10. Request a compliment of a new worker
11. Introduce a time pressure
12. Change the instructions
13. Make a teamwork assignment
14. End teamwork task
15. Socialize with the worker

(Watch modeling tape.)

Group Discussion		"Now let's discuss the worker's responses to each of the supervisory behaviors." (Focus this discussion on the behaviors listed on the videotape self-rating form, pages 50-51 of the workbook, and the style variables on the Total Image Rating Form, page 52 of the workbook. Ask for examples of worker behaviors in each of the supervisory conditions. Discuss the style of the worker behaviors as well.)
Role Play	Work Day Scripts	"Practicing these important work behaviors will help us become more effective workers. We have prepared some different types of work situations for each of the partnerships. Each of these work situations presents a typical work day in different jobs. Pick one that you would like to act out for the group; we have clerical, food services, data entry, construction, factory assembly, sales, and grounds and building maintenance work situations. Decide who will be the worker and who will be the supervisor. Use pages 50-52 of your workbook to guide you in developing your role play. Help each other develop useful work responses. I will come around and help you with this activity."

Group Discussion		Have partnerships select a script to present. Videotape each presentation and then have participants rate the worker on tape using the videotape self-rating form and the Total Image Form. Ask performers to discuss any self-messages that occurred while they were acting out the script. Lead the total group in a discussion of the work behaviors and style demonstrated on the tape. Emphasize appropriate work behaviors, personal style, and performance enhancers in this discussion. Ask participants to role play any sections that still need work. Practice should concentrate on behaviors on the rating sheet that were omitted in the filmed practice.
VCT Evaluation		"We are now ready to close Vocational Coping Training. Before we do so, we want your feedback regarding the program." (Lead a group discussion based on the following questions: 1. What information in VCT did you find the most helpful for your future goals? 2. What information did you find the least helpful for your future goals? 3. What did you like the most about VCT training? 4. What did you like the least about VCT training? 5. What was the most unusual thing you learned? 6. What was the hardest thing we asked you to do? 7. What was the easiest thing we asked you to do? 8. What suggestions can you give us to make VCT better? "Record participant answers to each question so that you can incorporate improvements into your next VCT session."
Group Discussion	Module 7 Work Situation Cards PW #54	"As final activities, let's first practice our SOAR thinking one last time and then watch the typical work day modeling tape again. Each of these cards describes a common vocational situation. Pick a card and show how you would apply SOAR thinking to cope with the vocational situation." (Review SOAR steps on p. 54 of the workbook. Hand out cards.)

Guide group members through a discussion of each situation using SOAR. Allow each participant the opportunity to analyze at least one of the situations. You are now ready to SOAR above your problems."

Video-tape — "Before we close, let's look one last time at some of the important vocational coping responses you know how to use." (Show Typical Work Day video segment, 4778.) "Remember your SOAR thinking and the skills you have just seen and you will survive and thrive in the job of your choice."

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ADDITIONAL COPIES

Vocational Coping Training

#53-1532	Leader's Manual Long Form	10.00
#53-1533	Leader's Manual Short Form	8.00
#53-1534	Participant's Workbook Long Form	7.00
#53-1535	Participant's Workbook Short Form	4.00
#53-1544	Classroom Activity Cards	15.00
#53-1545	Slide Show	25.00
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